

Headmaster's Diary

Our hero returns to explain why the in-service day ended with a whimper and not the expected bang

What with the hurry and flurry of starting off my first school year as head of Cawthorpe Comprehensive, I fear I've become rather dilatory about keeping up this little record of events. Not that the beginning of term was without its problems: Nicks, the caretaker, had gone on holiday to Acapulco and was stranded there by a baggage handlers' strike. It was only after a series of telegrams to the Hotel del Casino that we were able to find the keys round the back of the boiler house and open up the school. This was all very tiresome, and only served to remind me that it had rained non-stop during our caravan fortnight in Bognor Regis.

I couldn't help noticing, too, that the temporary cleaner got a much better shine on the office floor than Nicks ever has. Alas, this had unexpected consequences: Mrs Snodde, my secretary, turned up in her usual high-heeled shoes, and promptly tumbled over as she came in with the post. She had a week off with a bruised kneecap, and so none of my special memoranda to staff about arrangements for the start of term appeared on time. Curiously enough, however, everything went off remarkably smoothly.

The main event of the term so far has been our in-service day. I suggested this would boost staff morale in these difficult times, and both Arnold, Bogwin and

Sybil Fordyce, the two deputy heads, agreed. We would also be stealing a march on Smithson, the head of Boglethorpe Comprehensive—the school down the road—and perhaps make a good impression on Cosmo Bland, the new AEO for secondary education in county hall.

I felt well equipped for the exercise, since I had had plenty of time in Bognor to study all these HMI documents. At times it had been difficult to concentrate, what with Vicky (our seven-year-old daughter) practising her oboe scales, and Roma complaining that the HMI volumes got in the way of her flower-arranging equipment. I had forgotten how small a caravan can be. Roma insisted on storing my books under the cooker, so that when I came to copy key extracts for circulation to staff, I found they were indecently stained with instant chicken biryani flavouring. I had to borrow fresh copies from Cosmo Bland, taking pains to indicate that I had, of course, already read them. I was delighted that he found my explanation so amusing.

The in-service committee had some difficulty agreeing a theme, since Cecil Stonejaw, the head of history, argued that the conference was irrelevant during the education cuts, and the day should instead be spent carrying banners to county hall. But he was outvoted, and my suggestion of "Life Skills for the Future"

was adopted, with special reference to our new fourth year "design for living" course. Cedric Moth, the head of music—who has just finished an Open University sociology course—kindly offered to open with a lecture on "Political education through music: Wagner, Hitler and the common core". And Fiona Bromley-Baskett, our assertive but enterprising home economics specialist, agreed to combine lunch with a CSE project in "Food for survival", thus greatly reducing the cost of the refreshments.

Came the day, however, and things began to go wrong. Some of the third-year newsletters must have gone astray, since several pupils turned up at the school by mistake and this meant much telephoning by Arnold and Sybil. Some parents were quite rude, saying they paid good money on the rates to get rid of their children. A separate class had to be set up and this took time. Then, when we finally began, Cecil Moth played the march from Lohengrin so loudly on the stereo that Nicks's Doberman Pinscher howled outside the window and tried to eat the curtains. After coffee, which restored our battered nerves, we were just watching some health education slides in the blacked-out staff room when there was a tremendous noise of police sirens. Before we could get the lights on, a posse of six carloads of constables burst in, shouting,

"Everyone out! Bomb scare!" Evidently some mischief-maker had reported a bomb in the school, and so our deliberations were interrupted yet again.

As it happened, we were just watching a new film strip on human reproduction as the officers arrived, and I was rather annoyed when one of them said to me, with a wink, "Just taking in the old blue movies, eh, Dr Smellcroft?" He seemed unwilling to accept my perfectly proper explanation, but at this point we had to leap on to a table as Nicks's dogs rushed into the room, displaying their great fangs. By now it was nearly noon, and Arnold Bogwin shouted through the door, "We're all off to the King's Arms for a workshop session in staff development." I said, "What about the survival lunch?" but it was too late. I was just getting into my car to join the others when Cosmo Bland drove up, to see how the in-service day was going. With some embarrassment I had to explain it had already gone.

When I got to the saloon bar I was surprised to find Cecil Stonejaw holding court, smiling broadly and asking if the bomb had been found yet. Everyone

seemed to be buying him drinks. The only satisfaction of the whole affair was that Nicks's dogs had devoured our survival lunch when we left, and spent the next 24 hours in a deep coma after being violently sick. I was able to remind Nicks that, not being more controllable, and not infringing the health and safety at work act—they would be their usual disagreeable selves. It was a moment of treasure.

Next week: the staff party

Next week

Sermons in stones: Colin Wood on the urban architectural environment. Oliver Gillie surveys recent good health guides. Martin on Wilfred Mellers's study of Bach. Our chief of progress in talks on risk being mentally unwell. Jonathan on the concluding part of our serial, the ghosts of Education Present and Future, strike into the heart of a twentieth-century Scrooge.



Cecil Stonejaw

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Vietnamese Boat Children were guests at the International School of London's Winter Festival.

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Teachers may be offered less than 6%

The initial pay offer to teachers next year could be below the Government's 6 per cent pay limit. A low offer would reflect the anger the employers feel at the lack of progress that has been made in the conditions of service working party talks. David Lister reports.

No compulsory guidelines on staffing

by Biddy Passmore

The Government has no intention of setting compulsory national staffing guidelines for schools, despite a report by the Chief Inspector of Audit complaining about "quite remarkable differences" in pupil-teacher ratios between authorities.

Instead, officials of the Department of Education are drawing up a staffing model for secondary schools for local education authorities to use if they find it helpful. The model, which is expected to be published next year, will give details of the way a secondary school of typical size might be staffed, taking into account Government policy on teacher supply, such factors as the size of the sixth form and subjects offered.

In his latest report, the Chief Inspector of Audit pointed out wide disparities in school staffing levels. He found that a primary school population of 7,000 children in 35 schools might have anything between 241 and 348 teachers, while a secondary school population of 6,000 children in 12 schools might have from 330 to 394 teachers.

"I certainly have no wish to fetter local discretion," he wrote. "However, I think that there is a case for guidance on the basic staffing allowances. I understand that the Department of Education and Science have a secondary staffing model in preparation. This approach, but covering primary education also, should be helpful to local education authorities."

His suggestion, which was passed to the local authority associations and individual L.E.A.s for comment, caused immediate concern that local government freedom might be further eroded. Mr Allister Leaver, chairman of the Council of Local Education Authorities, said this week: "The sheer practicalities of the thing make it quite nonsensical."

"Who's going to make a comparison between a school with a bad socio-economic background in Hackney and a school in a nice rural area like Devon?" he said. "The pupil-teacher ratio might be varying between 16 and 25 to 1 and who's to say either is wrong?"

The DES also poured cold water on the auditor's figures in its reply, pointing out that the discrepancies were not as great as the Chief Inspector had made out.

Lack of progress on conditions talks

Local authorities are set to offer less than the Government's 6 per cent pay limit for next year's pay rise. This is one side-effect of the lack of progress in talks on conditions of service.

The employers met Mr Mark Carless, the education secretary, prior to the week to persuade him to change the remuneration of teachers to that pay and conditions of service can be negotiated.

However it appears that while Mr Carless is considering altering the Parliamentary timetable for the rules on changes being made for next year's pay, negotiations which begin in earnest in February.

Mr Allister Lawton, chairman of the Association of County Councils education committee, said this week that the employers had not yet finally decided what to offer the teachers. But he added that there was disappointment among the employers over the lack of progress in the talks on conditions of service, and added: "There would still be nothing to stop the Burnham representatives making an offer reflecting the disappointment."

The employers have been encouraged by the 7.5 per cent increase recommended to the manual workers by their union leaders. There had been fears within the local authorities that the manual workers might ask for considerably more.

At last week's meeting with Mr Carlisle, the Association of County Councils pressed for a change to be made in the procedure whereby teachers can unilaterally choose to go to arbitration when talks have broken down. The ACC feel that teachers should be treated the same as other negotiating groups, who do not have this right, and both sides should have to agree before a dispute goes to arbitration.

However, the Association of Metropolitan Authorities wanted the present system to remain. The ACC are also unhappy that the Government representatives on Burnham mean that the shire counties can be outvoted if AMA and DES representatives vote together.

The ACC are anxious to end the government's influence on Burnham which they believe should be a negotiating body for the local authorities and teachers alone.



But the really intelligent ones act stupid and get the best jobs. The cartoon is signed 'DEPT. OF MANAGEMENT STUDIES'.

Government 'tramples' on women's rights

The rights of women at work are being trampled over by the Government, claims a college lecturers' union. And it has called on the TUC to do something about it.

The union wants the TUC to produce a charter—to be agreed with any future Labour government—to make major changes to the Equal Pay and Sex Discrimination Acts. With the aim of giving genuine equality between the sexes at work, the charter should include revision of the tax and national insurance systems, it says.

The call for a new Charter for Women, based on the TUC's Aims for Working Women policy, comes from the National Association of Teachers in Further and Higher Education. The union has tabled a motion on these lines, to be debated at the Women's TUC in March next year.

Right sparks don't shine in industry ...

One of the pupils who good for the cause was that teachers' industry in contempt and the latest into other occupations.

A psychologist has come up with research suggesting they may be doing industry a favour. The brightest do not make managers; the less clever do.

Dr Roger Gill of New York University looked at 55 British university students. He found that intelligent students were too bright for their own good. The skills important in effective decision making may be less related to intellectual ability than to other human characteristics given a minimum required level, he told the conference.

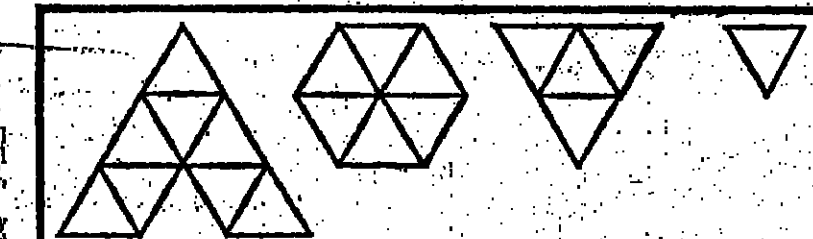
Maths teaser

The diagram shows an equilateral triangle and two symmetrical shapes made by joining together 4, 6 and 8 equilateral triangles.

(a) How many lines of symmetry has each of these two shapes, and what are their names?
(b) Can you make more symmetrical shapes with 2, 3, 4, 5, 6, 7, 8, 9 or 12 equilateral triangles? State their names or give a description of each shape and their number of lines of symmetry.

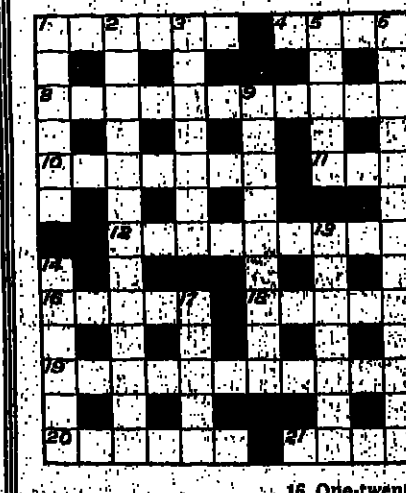
2. The magic number 142857. The number 142857 is a multiple of 3 since 1 + 4 + 2 + 8 + 5 + 7 = 27, and so its digit sum is a multiple of 9. It is also a multiple of 11, since 1 + 2 + 5 = 8, and 4 + 8 + 7 = 19 = 8 + 11. Divide 142857 by 11, and the quotient Q is another special number, with five digits, having 9 as the central digit, flanked by two pairs of numbers whose sum is 9. Investigate the numbers 20, 30, 40, 50, 60, 70 for any special property, and show that 80 and 90 have six digits with the same kind of pattern as 142857.

Finally, divide Q, 20, 30, 40, 50, 60, 70, 80, 90 by 9 and 13; can you explain the result? What are the prime factors of 142857?
Simplify the fraction 142857/999999.



1. The diagram shows an equilateral triangle and two symmetrical shapes made by joining together 4, 6 and 8 equilateral triangles. (a) How many lines of symmetry has each of these two shapes, and what are their names? (b) Can you make more symmetrical shapes with 2, 3, 4, 5, 6, 7, 8, 9 or 12 equilateral triangles? State their names or give a description of each shape and their number of lines of symmetry.

Crossword No 1,217



Across
1 What to do with what you take in the kitchen (6).
4 Got into hot water and stayed there (6).
5 Are his pupils all at sea? (6, 7).
10 Top politician (7).
11 Liberal metal (5).
12 Scottish guy (9).

Down
1 One-twentieth of a pint is enough for one animal (3).
2 Potentially topsy-turvy (7).
3 Save for nothing (4, 5).
6 Say of a string of beads (6).
7 Would even a daughter reverse? (4, 2).
8 One who is not a psychologist (6).
9 A man who is not a psychologist (6).
10 A man who is not a psychologist (6).
11 A man who is not a psychologist (6).
12 A man who is not a psychologist (6).

"Ten minutes, Secretary of State."
"Good grief! What's that, Fortescue?"
"That scream? Never mind that, Sir. Because of the nursery cuts the Slaughter of the Innocents is being commemorated before Christmas instead of after."
"I suppose the Accountant General is cast as Herod, as usual. He does it with such finesse."

"Ten minutes till your car for Number Ten, Sir. Your end-of-term report."
"Heavens, Fortescue! I haven't been late. Am I fully briefed?"
"Yes, Sir, but perhaps we should run through some of it again..."
"Yes, of course, Fortescue. It's at moments like this that a drowning man sees his past life flash before his eyes. Now, where do we start?"
"Money, Sir."

"I can just see myself on my first day in prep school..."
"There is, of course, no money, but the Department wouldn't want you to dwell on that at Number Ten..."
"... Standing outside the Headmaster's study—the terror comes back to me every time I go to Number Ten..."

"We would suggest something more cautious—say—the total figure for planned expenditure on Education and Science of £8,185m at 1980 Survey Prices accords with what the nation can afford at this time..."

"... And on through ordeals behind the five courts and on the rugged field, examinations, interviews. I say, Fortescue! That's jolly good. She'll like that. Who said it?"

"You could go a bit further..."
"Did I? Well, fine: so I did too. ... And as a factual statement of the actual facts that is factually correct..."
"You could go a bit further..."

"Go a bit further, Fortescue? ... On to those first testing days at the bar. ... My first appearance in court (something quite trivial), my first brief (something quite brief)..."
"No, Sir, I meant go on a bit more about money..."

'Depend upon it, sir, when a man knows he is to be hanged in a fortnight ...'

"Would that be wise, Fortescue? It is very easy to lose Number Ten's attention..."

"You could develop the line about the difference between standards and quality. You know—standards will be maintained even if quality is governed by what the nation can afford at this time..."

"Ye-es, Fortescue. But I must admit that I didn't quite understand that bit last time I said it."

"It may be that I've got it wrong. Perhaps it is quality which will be maintained while standards are governed, etc, etc..."

"I'll do my best, Fortescue. But I've only 45 minutes with this PM so I shan't get in more than a sentence or two. You have no idea how riveting these ding-dong conversations are. I never come away without feeling riveted."

"No, Sir. Perhaps something on tertiary colleges, the Macfarlane report, and all that? I understand Number Ten is interested."

"Yes, indeed, Fortescue. There are few touchy matters in which Number Ten is not interested. People will go and sneak to Mother. As I see it our position is absolutely clear and entirely logical."

"Yes, Sir."

"We are absolutely committed to the traditional sixth form. But we can also point to excellent work in sixth form and tertiary colleges. Therefore, we encourage all local authorities with traditional sixth forms to change over to tertiary, and all with tertiary colleges to go back to traditional sixth forms. In that way we carry out basic Conservative policy by preserving the status quo without letting the grass grow under our feet."

"Amazing, Sir..."

"The all-important thing, Fortescue, is to get the drafting right. I believe Macfarlane has got through 10 drafts by now so they must have just got back to where they started. I'm sure it will be a splendid report."

"Do you want anything on the Remuneration of Teachers Act and the future of Burnham, Sir? I'm sorry to mention it—I see it does not cause your face to light up."

"As you say, Fortescue, it doesn't thrill me. But you are quite right. Number Ten may well be interested in the Remuneration of Teachers Act. It's the Remuneration of Teachers which the PM dislikes. Arbitration is a specially sore point. The policy is: arbitration is all right if the arbitrators accept in advance a limit of 6 per cent. When I suggested this last time, I have never seen Number Ten get so excited..."

"Alternatively, Sir, I suppose you could pack the panel of arbitrators..."

"Really, Fortescue! What a thoroughly immoral suggestion. Do you have a list of suitable names?"

"It may take a day or two, Sir. How about London, Sir? I understand Number Ten didn't think too much of the Minister of State's first effort..."

"This is a difficult one, Fortescue. The brief is to break Labour's grip on the ILEA, strengthen local democracy—that is, increase Tory influence, tighten financial accountability, avoid the charge of jerry-mandering, cause the least possible disturbance... while at the same time vindicating sound Conservative principles..."

"H'm'm!"

"Well may you say 'H'm'm', Fortescue."

"To change the subject, Sir, you could perhaps mention to Number Ten that schools meals branch have suggested a poster: 'Back to Basics—Bring Back Rickets Now!'"

"A joke in bad taste, Fortescue, especially with Fred Jarvis in his fiftieth day of hunger strike. Who is this chap Rickets now?"

"I think not, Sir. They wouldn't want to bring him back, Sir."

"As far as I can see he's never been away. I hope Number Ten doesn't ask me about him."

"You can always say he's got lost in the Inspectorate, Sir."

"We'll have to watch that, Fortescue. He seems to think Inspectors ought to spend all their time inspecting. That would never do. I'd never get a moment's peace. Anything else on your list, Fortescue?"

"Examinations at 16-plus, 17-plus, 18-plus; Schools Council; core curriculum; basic standards (whatever happened to all those tests Mr St John-Stevens and Dr Boyson used to talk about...?); overseas students; MSC; A Better Start in Working Life..."

"Stop, stop, Fortescue! You sound like an old-fashioned lift attendant. ... I have more than enough. ... And what's left over can be warmed up for the North of England. I'm told I have to face up directly to the question of the cuts and all that money we haven't got which you say I mustn't talk about..."

"Another matter of drafting, Sir. Perhaps the office could come up with a cock-shy and then you could pull it to pieces..."

"It would make no difference if I said 'no', would it, Fortescue? Pass it over now, where's that car?"

"Good luck, Sir."

"Happy Christmas, Fortescue."

"Happy Christmas, Secretary of State."

Platform

Jonathan Benthall considers the human impulse to stereotype

Tribe and prejudice

British television commercials often resort nowadays to irony and self-parody, which must be partly because their audiences have become more sophisticated about the techniques of the "hidden persuaders". Some of the credits are due to teachers, in consumer education and other courses, who have done as Denis Thompson recommended in 1943: "We train our children in road-sense, and we should with equal application bring them up in such a way that they will not be run over by judgement advertising."

There is no evidence of a similar wisdom towards the ways in which our prejudices are played on by politicians and propagandists. In Britain, these prejudices relate most significantly to race, and class. Signals sent out by public figures are transmitted through the media and have repercussions in political behaviour. Are we more naive as political consumers than as economic consumers? This could be because social scientists have not yet got around to popularising what they know about prejudice, stereotyping and group-images. A pioneering exception is Anna Hurnman's book for teenagers *As Others See Us* (Edward Arnold, 1977).

If I were making a television commercial to get across this idea, I would show two twin puppies. One is "blooded" by a human and joins a pack of four-legged animals and grows up to romp with the children. We undoubtedly all share a natural

inclination to gang up on a victim, and it is especially strong when other options are closed off; but it is an inclination which requires to be activated.

In order to understand prejudice, one must turn to some anthropological fundamentals. Perceiving significant differences among human beings is part of being human. In some unsophisticated societies, the name of the tribe is the same as the word for "human being". In many societies, one of the most salient kinds of perceived differences is skin colour. But differences of religion and culture, language, type of work, residence and status can be just as salient in other societies, and to mention age and sex. Populations that are relatively homogeneous as regards significant differences among members of the group are more likely to be free from unexamined prejudices—expectations about other people's behaviour—which in fact contribute to such group's sense of identity and hence to many forms of symbolic expression. It is naive to believe that self-definition can emerge purely from the distinctive properties of individual souls.

One can get to know only a few kin and friends intimately as individuals. Others we have to categorise through stereotypes. Man is an imaginative animal, and so we form concepts or fancies about other groups. These fancies are apt to run wild, especially in times of anxiety or fear. A common fancy is to characterize another group as being not fully human, or over-developed in some aspect of person-



Stereotyping writ large? South African railway station.

ality such as sexuality, or colour, or racial differences, or simply as being too virtuous. All human beings are constantly asserting in one way or another that they are not animals, and it is inevitable that such claims should be made at the expense of other groups. But man would not have been such an evolutionary success if he were not also a reality-testing animal. When it is expedient we are able to control our fancies and act contrary to prejudices. For instance, working-class Englishmen who express racist opinions to his white friends may get on well with his black workmates, and it will hardly occur to him that they regard blacks as racially inferior, yet employ black women in the responsible and formative job of nursing young white children.

Differences and samenesses perceived as significant are fluid and

inconsistent within societies and within the experience of an individual; and one's own view is subject to the same fancy and reality-testing. Ordinary people use differences and samenesses routinely as social resources, for instance to promote a publicity image or to encourage a group spirit. But a knowledge of how the mechanisms of prejudice work is used in a more manipulative way by leaders and propagandists. It is often done more by intuition than by system.

Some stereotyping is politically harmless. But other forms of stereotyping—especially when related to competence, health or morality—can lead to political action, for instance to the debarment of individuals from rights, action based on stereotypes is prone to escalate as fanatics get the better of reality-testing. Experience data are screened off so that we enter a runaway dom-

dition like deranged robots which instead of performing a pattern repeat only do one thing: search for all objects of a particular kind and knock them over.

In some societies, different boundaries are frozen through institutional structures, which reinforce stereotypes though apparently valuing them. In Israel or Northern Ireland, the politically important boundaries are those of religious culture. In South Africa, racial mobility of boundaries is tightly controlled: stereotypes of black behaviour generate social conditions for black people which seem to validate the stereotypes. The Afrikaners have attempted to freeze their racial classifications through laws restricting residence and sexual relations. A white minority, once besieged itself and now seeing itself as again beleaguered, has made purposeful use of science and psychology to achieve political ends, moving away from a "biological" theory of racial supremacy to the importance of ethnic tradition for self-definition.

In most societies, though, fixity is constantly being threatened by individuals who insist on crossing along lines that are the dominant boundaries. There are those who believe that Britain is becoming a society comparable to South Africa, and that race prejudice is more virulent than other forms of prejudice.

But while it is of race, it is also the divisiveness it withholds. This could contribute to a breakdown of normal processes of boundary shifting. As for asserting a minority of minorities, this can be copied by reactionary minorities. Telling people to be nicer to each other can be dismissed as mere preaching. But what about helping them to become more wary about appeals to prejudice?

I know your answer. You are being pulled in two directions. You are being pulled towards the right, and you are being pulled towards the left. To adapt Denis Thompson's words: "Our children risk being mugged by political heavies when they need to be taught some sense."

Children 'miss school because of poverty'

Children from poor families are forced to miss some schooling because their parents cannot afford uniforms or bus fares, the Child Poverty Action Group claims. In a recent survey of families living on supplementary benefit, children in nearly half of the 61 families surveyed had stayed away from school during the previous term because they lacked necessary clothing. Six families said their children had been kept at home because of travel costs.

The survey also revealed that 10 children missed school outings—often a £2 day trip, because their parents could not afford them. About 40 per cent of the families said they had received some help towards the cost of school clothing with an average grant of £24.50 for each child. But the numbers being kept away through lack of clothing, says the report, "are not likely to get even less help as new grants are discretionary and many authorities have already cut them, it is added."

From *Hand to Mouth*, Louise Rogers, FSU/CFAQ, £1.20.

The informal working party consisting of representatives of the Department of Education and the local authority associations has been set up to discuss whether changes should be made in the law covering further education.

The DfES view is that under the 1944 Act councils are breaking the

law if they do not provide further education for all 16 to 19-year-olds who want it.

A DES spokesman said this week that an informal working party had been sent up and wider consultations with further education interests would follow.

NEWS

Redundancies loom after spending cuts

by Richard Garner

Cuts in teachers' jobs planned by local authorities in the New Year are almost certain to lead to compulsory redundancies now that the impact of economies in education spending has been made clear by Mr Mark Carlisle, the Education Secretary.

The first crucial meeting to discuss axing jobs will take place at Hereford and Worcester in early January. Councilors will consider a report on losing a further 200 jobs in addition to the 345 they have already agreed to cut by September. Officials of the county council believe the figure may even be increased to 300 in the wake of last week's announcement.

Union leaders say the cuts can-

not be introduced without resort to compulsory redundancies and have refused to discuss the report with council officials. This has led to delays in negotiating a local premature retirement and redeployment scheme which would help lessen the likelihood of compulsory redundancies.

The National Union of Teachers has already criticized Hereford and Worcester's record on education spending. Figures show it was 101st out of the 104 local education authorities in England and Wales in spending on primary school staffing. 38 out of 39 on spending on secondary school staffing, and 39 out of 40 on spending on primary school pupils.

Mr Bert Meakin, national execu-

tive member for the area, said: "If they introduce these cuts, they'll be off the league table altogether."

Mr Fred Jarvis, the union's general secretary, said it was too early to say in which areas the redundancies would occur. "It depends on how authorities like Staffordshire—where redundancies were likely even before this latest announcement—would react," he added.

In Staffordshire, union leaders say their decision to boycott the controversial selection procedure for axing 419 teaching posts by next September—which involves teachers' college courses and a written test—will be a "strong statement" about what is happening to the education service," he said.

The National Association of Schoolmasters/Union of Women Teachers has already warned it may take militant action if its members' working conditions are worsened or if there are threats of compulsory redundancies.

is "slowly working away" at the plans and warns that delays would not necessarily stop redundancies.

In the light of the cuts, Mr Jarvis said he expected more members to be playing a more active role in local government elections next year—pinning candidates down on exactly where they stood on cuts and organizing meetings during election campaigns. "We need to wage a propaganda war about what is happening to the education service," he said.

The National Association of Schoolmasters/Union of Women Teachers has already warned it may take militant action if its members' working conditions are worsened or if there are threats of compulsory redundancies.

CEO quits after break-up

by David Lister

A chief education officer has left his £19,000-a-year job after telling councillors that he had left his wife and family and was associating with another man.

Mr John Buck, the 50-year-old director of education for Dudley in the West Midlands since 1974, has agreed after a meeting with councillors and officials to accept early retirement.

Mr Dennis Underwood, personal assistant to the council chief executive, said that Mr Buck would keep his pension rights. He added that Mr Buck had produced a statement from his doctor and, having regard to his personal circumstances and his health, he had agreed to accept early retirement.

Mr Jack Edmonds, leader of the council's ruling Conservative group, said the matter had caused him considerable consternation but he felt it was in the interests of the education service that Mr Buck take early retirement. He added that the fact that Mr Buck was in a senior position in the education service rather than in another council department had weighed heavily with him.

Foot increases education team

Mr Michael Foot, Opposition leader, has announced a big expansion in Labour's frontbench team for education and science. Mr Neil Kinnock, who keeps his post as chief education spokesman on election to the Shadow Cabinet, will be joined by Mr Phillip Whitehead (post-16 education), Mr Frank Field (schools and the under-fives) and Mr Tam Dalyell (science).

Devon plans to staff by subject

by Sarah Bayliss

Secondary schools in Devon will be staffed according to curriculum needs from now on rather than according to a notional pupil teacher ratio.

Mr Joselyn Owen, chief education officer, said this week that the move was necessary to protect basic subjects in small and shrinking comprehensive schools. "We do not want to find in five years' time that the curriculum has suffered in some schools simply because we stuck to the country's pupil teacher ratio."

It followed that some schools would have a better staff ratio in the future than at present. Announcement of the policy caused some consternation last week when Mr Tod Pinney, chairman of the education committee, implied that it would mean control of a core curriculum by county hall.

In a sudden announcement at the end of a special budget meeting, Mr Pinney said in future the curriculum needs of each school would be examined to ensure adequate staffing was available for the subjects required. This would mean the chief education officer having a greater say in the school curriculum.

He said it was a major change and Devon was the first county in England and Wales to introduce the system which was already practised in Scotland. Earlier Mr Pinney had said that planned cuts in the education sector would be eased by a shift of £1m from the non-educational parts of the service.

Professor Tod Wragg, director of education at the University of Exeter and a co-opted member of the education committee, described the announcement as "incredible". There was no notice of it on the committee agenda nor was there any comment from officers or debate on the floor.

Mr Vernon Batterill, regional officer of the National Union of Teachers, said: "We welcomed the decision to staff schools on the basis of curriculum needs, albeit that with falling rolls there is a danger some subjects might disappear."

"However, we are firmly of the opinion that these needs can best be determined by the heads and teachers in the schools. It is logical to decide this at County Hall then it is just as logical to decide it at Whitehall and it will be the death of local government."

Mr Joselyn Owen said this week that the issue had got confused: "My view is that the basis of curriculum control still rests with heads and governors."

Too much work experience?

Pupils with Saturday jobs do not need school work experience courses, the Schools Council "think-tank" on the world of work suggested.

The World of Work Liaison Group, on which there are both teachers and industrialists, warn in their report that industry is being saturated with work experience schemes and schools run the risk of irritating employers heavily involved.

SPECIAL ANNOUNCEMENTS

PENDLEY OPEN AIR SHAKESPEARE FESTIVAL (Full Theatre Lighting)

19th August-6th September, 1981

THE MERCHANT OF VENICE and THE TWO GENTLEMEN OF VERONA

AUDITIONS: SUNDAY, 4th JANUARY, 1981

Newcomers acting and backstage are very welcome on that day

All rehearsals and performances between

19th August-6th September, 1981

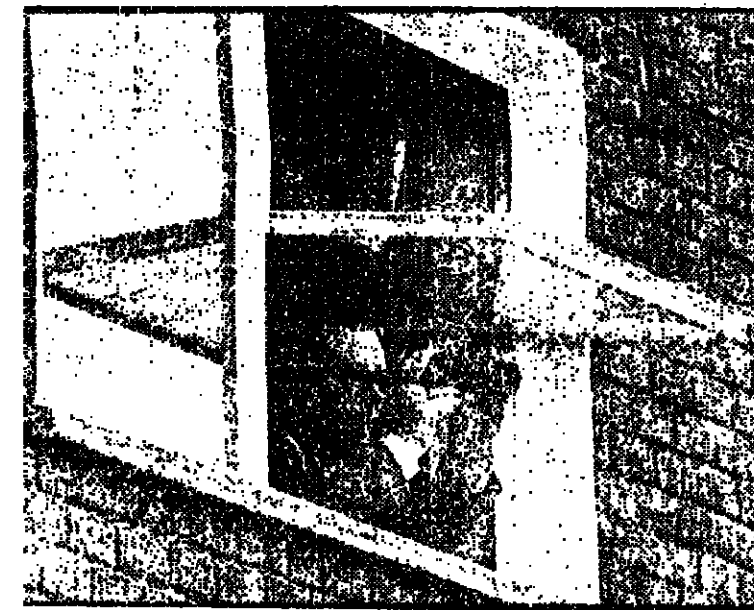
Accommodation available

Information from: Auditions, Shakespeare Festival, Pendley Manor, Tring, Herts HP23 5DZ

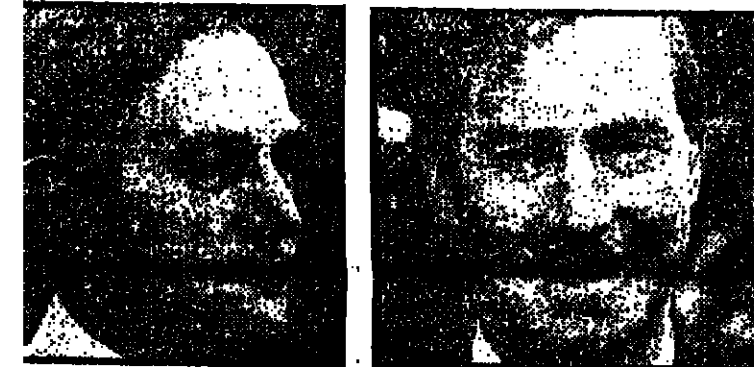
Quiz of the Year

ired of testing? Peeved by personality profiles? Mortified by mock A levels? hen have a crack at Bob Doe's end-of-term self assessment paper

This headteacher used his binoculars to spot truants. Now he looking for members. Who is he?



These two men took over top schools in 1980...



this man would like to.



Who are they?

Elleen Crosbie and Mary Warnock. Which is which, and what do they in the news for?



1. Creatures from outer space called in to help out with school dinners caused a furore in one county. Which?

2. Where did the premier earl defeat a less aged Minister sentencing her to transportation?

3. (a) The peak of unemployed school leavers in 1980 was: 56,000 100,000 180,000 280,000? (b) It was an increase over 1979 of: 28 per cent, 38 per cent, 48 per cent, 58 per cent.

4. (a) The average teacher's pay packet increased by how much in the past 18 months? 13.5% 15% 35% 56% (b) The Clegg award gave a bigger percentage increase than the Houghton award in 1974. True or false? (c) The minimum annual salary of a teacher on scale 1 is: £3,972 £4,329 £4,974 £5,547 (d) The maximum for a head-teacher is: £15,516 £16,470 £17,304 £18,249

5. (a) 40-48 (b) What is the answer? How many 15 year olds got it right in the Assessment of Performance Unit tests? 35% 64% 74% 83% (c) A batting average in cricket is found by dividing the number of runs scored by number of times out. Fill in the following table.

Runs	Times Out	Runs scored	Average
100	20	1000	50.00
150	30	1500	50.00
200	40	2000	50.00
250	50	2500	50.00

(c) How many 11-year-olds could not do this one? 25% 40% 50% 75%

6. Spot the report: Which Government reports did the following come from: (a) "Throughout the period of compulsory education not less than 10 per cent of school time should normally be devoted to mathematics." (b) "Too much time is given to arithmetic in primary schools... it is usual for about one fifth of the total timetable to be allotted to it." (c) "Most 11-year-olds can do mathematics involving the more fundamental concepts... and skills..." (d) "We are not advocating a new course, but rather a set of criteria which provision should satisfy and which should be nationally recognized." (e) "The Secretaries of State do not seek to determine in detail what schools should teach or how it should be taught."

7. Whose favourite tunes are Crying, Captain Beaky and Side is pointless?

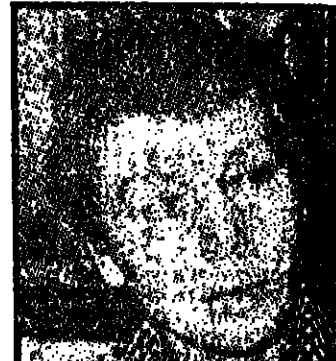
G. According to calculations, this man will go down in educational history in 1981. What for?



E. Who's Who? The letters under each give a clue:



VC



HMI



ABC



AMA



D. But what was this school well really put up for?

(a) The school was built on a site which was once a football pitch. (b) The school was built on a site which was once a football pitch. (c) The school was built on a site which was once a football pitch. (d) The school was built on a site which was once a football pitch. (e) The school was built on a site which was once a football pitch. (f) The school was built on a site which was once a football pitch. (g) The school was built on a site which was once a football pitch. (h) The school was built on a site which was once a football pitch. (i) The school was built on a site which was once a football pitch. (j) The school was built on a site which was once a football pitch. (k) The school was built on a site which was once a football pitch. (l) The school was built on a site which was once a football pitch. (m) The school was built on a site which was once a football pitch. (n) The school was built on a site which was once a football pitch. (o) The school was built on a site which was once a football pitch. (p) The school was built on a site which was once a football pitch. (q) The school was built on a site which was once a football pitch. (r) The school was built on a site which was once a football pitch. (s) The school was built on a site which was once a football pitch. (t) The school was built on a site which was once a football pitch. (u) The school was built on a site which was once a football pitch. (v) The school was built on a site which was once a football pitch. (w) The school was built on a site which was once a football pitch. (x) The school was built on a site which was once a football pitch. (y) The school was built on a site which was once a football pitch. (z) The school was built on a site which was once a football pitch.

NEWS

Sarah Bayliss reports on the stallholders who employ under-sixteens

Market for truants?

In the weeks before Christmas a handful of boys under 16 have been working illegally and almost full-time on a London street market. They already have a history of truancy from school and have even dropped out of an informal project for truants so they can take the chance of earning money on the market.

A local community worker has mixed feelings about the rights and wrongs of what is happening; he can keep an eye on the boys by visiting the market and perhaps they are keeping out of other trouble. "Their job prospects are not very good anyway", said David Cullis, a community worker from the Holborn community centre in central London.

Nevertheless, according to the boys told down by the Inner London Education Authority working on a street market is illegal for under 16s and most are working more than the legal maximum of 17 hours a week. Late down under regulations from the Department of Health and Social Security.

It is said that the market-stall holders share a kitty for paying fines when the boys are caught red-handed by the police. The maximum fine for the first offence is £5 and £50 for any subsequent offence.

A report by the Low Pay Unit published last week highlighted the extent of illegal employment among children under 16; among the legal reforms it suggested was the call for a substantial increase in fines on employers.

A survey of children aged 14 and 15 in four London secondary schools showed that in 46 out of 70 cases the "hotch potch" of legislation on hours and outlawed trades, was being flouted.

Low rates of pay showed that most children were undercutting adult rates in other parts of the country there was evidence that some children were the sole breadwinners in families with unemployed adults.

The report also revealed a higher than unpublished figure from the DHSS that about 750,000 children



under 16—about one-quarter to one-third of the age group—are in part-time jobs and would need to be registered under future legislation.

Miss Beryl Maltby, a divisional educational welfare officer of the LEA, this week welcomed the report and in particular its call for tighter legislation. The EWO's, who have sundry other tasks, are responsible for tracking down illegal child labour but have no rights to enter the premises of a factory or workshop where they suspect a case.

"I am most concerned about the children we can't get at in workshops and sweat-shops. Our powers are extremely limited although we follow up every clue we get". She said her team of about 12 EWO's patrolled street markets and other areas three nights and three mornings a week, and at weekends.

In another part of London The TSN came across a 14-year-old girl who worked in a pub cleaning and "bottling up" the shelves for 51 hours a week at about 90 pence an hour. Her job brushed the law because she carried "heavy objects"—crates of beer and soft drinks—upstairs from the cellar to the pub. She also works more than the statutory two hours on a Sunday. She said the cash was for pocket money and clothes.

Her mother—a single parent with four other children at home—said she could not afford to give pocket money. "It's bad that her elder brother would get paid a lot more for the job but she does need the money", she said.

Personal column

Ted Wragg
Coming soon...

I was once invited to lecture at a conference by a friend who was not the world's best organizer. "Programme enclosed", it said in his letter. It was not. I rang him up to find out what the conference was about and what my own theme was. He promised to write to me immediately. No letter came.

In desperation I rang him up two days before the conference. "Don't worry", he announced cheerfully. "The programme will be in the post to you. Always work more exciting when you get a surprise."

On the morning of the conference, five minutes before I was due to set off on a 200 mile drive, the letter containing the programme arrived. The theme of the conference was "Education for the twenty-first century" and my own modest contribution had been entitled "The My Absent". I had three hours to prepare it.

The only consolation about making the sort of New Year predictions for the next year in late December was that no one ever bothers to look for them for a year to see how wrong they have been. Safe in the knowledge I offer the following predictions for the next year.

Early in the year we shall see the publication of the much awaited "Framework for the curriculum" document. It will sound like a book but be weak in muscle. The weighty report out today says that all children should learn.

Since no legislation is likely to be implemented, it will be left to local authorities to pick up the pieces.

Some may be tempted to copy the new framework and produce their own version of the curriculum from the parts of the curriculum from the old framework that they like. They will not be properly used. I suspect it will be the mid-eighties before there are enough machines in schools to have sufficient variety of software for everyone to use. The machine which can be used to teach the curriculum in almost every subject.

Schools will often try to give as many pupils as possible a sight of the machine, a computer appreciation course, and a few minutes of "hands on" experience. So much communication in future will be through typewriter and computer keyboards that this in itself will be worthwhile. Many American schools already teach "key-stroke" as it is called. The first time I saw it on a timetable I thought it was some new fetish to replace glue-sniffing.

Finally, the autumn will see a record number of sixth-formers disappointed not to get a university place. The highest group of 18-year-olds for many years will be attempting, against fierce competition, to win one of a diminishing pool of university places, as higher education is forced to contract to protect its "unit resource" after the disappearance of the level funding promised last year. In the mid-seventies one child in seven went on to higher education. There has been a recent fall to one in eight, an act of national lunacy at a time when the pool of 18-year-olds is rising and good education should be central to our salvation.

A cabinet reshuffle later in the year will bring a new Secretary of State for Education. No one will notice. Someone with a one or two syllable name is preferable, as it is easier to chant or write on posters "Blogs out" than "Farquharson-Ponsonby-Smythe" must go. As Education seems to have slipped to about number 30 in the cabinet in order to be kelly-voted, it will be given it.

Many schools will acquire mini-computers during the year, frequently the gifts of Parent-Teacher Associations or a special place of fund-raising. Initially, however, they will not be properly used. I suspect it will be the mid-eighties before there are enough machines in schools to have sufficient variety of software for everyone to use. The machine which can be used to teach the curriculum in almost every subject.

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There was a record entry from schools for this year's "Name the Secretary of State" competition held in conjunction with Blue Peter. Quite a few children came up with place names, such as Mark Boggar, Regis, Mark Newcastle-under-Lyme, Mark Carlisle and Mark Inverness. Others hinted that control lay elsewhere with Mark Boyson, Baroness Mark, Mark Heseltine and Mark Thatcher. Another collection included Mark Time, Mark My Words and Mark Who?

The first prize, a copy of Reg Prentice and Fred Mulley's stirring, if brief joint autobiography What We Did for Education, normally running at 12p (post and packing included), went to East Swinshire County Primary School. Their sack of 350 neatly written postcards all bearing the name "Chuckles" may have been misdirected, as it was addressed to the Blue Peter Name a Minister Competition, but they registered the most votes. Mark Chuckles it is.

Work on a new series of publications for the Schools Council may be delayed as a result of a publisher's decision to sack its journalists after they refused to accept redundancies.

The Schools Council said: "We hope that the dispute with the publisher will be settled. We are in touch with Macdonald Educational regarding our interests."

Mr Peter Morrison, chairman and chief executive of Macdonald Educational and Phoenix Publishing, said: "I would really like to comment on individual progress but I would say every intention to carry on with the work."

Originally, BPC asked for 10 redundancies as part of a second round of cuts in staffing this year. They have cut this figure to seven.

The firm is part of the BPC Publishing Group, which has sacked 65 members of the National Union of Journalists for refusing to agree redundancies elsewhere in the company and holding mandatory union meetings in office time to discuss them.

The journalists have managed to

Children no pushover for advertisers

by Bob Doe

The bombardment of children's advertising at this time of the year may have less effect than advertisers imagine. Research by the Advertising Standards Authority suggests that children are far from naive about the claims of cinema, radio and press adverts.

Interviews with 300 11 to 14-year-olds in 12 South of England schools revealed that some children at least are sceptical about the products described and quick to see through plays like the *Smurfs* where adults are sold to through their children. It seems, however, that working class children are more vulnerable to advertisers' blandishments. Middle class children take "a more cynical and detached view" according to the authority's report drawn up by the MARPLAN market research organization.

The researchers clearly found children's reactions to various advertisements a bit of a puzzle. "Children respond to advertisements in an idiosyncratic way which cannot be predicted from adult expectations", their report says.

Reactions that surprised adult market researchers included the anxiety created by posters promoting fireworks showing fireworks in a pocket.

Some children were embarrassed by advertisements for contraceptives or tampons. But if they thought they were irrelevant they were far more likely to ignore them than be disturbed by them, the report adds.

Not so one poster from a security firm aimed at adults. Payroll robbers dressed in animal masks over a caption suggesting that it was "child's play" upset some young children. They thought it was directed at them and saw in it violent and frightening overtones.

A Law Society poster selling solicitor's services and showing a child being pulled apart by divorced parents upset and worried many young and teenage children, though they recognized it was aimed at adults. It seems to strike at their basic family security, the report says.

There is good news for the Health Education Council in the report. Its Superman anti-smoking posters (725, December 19) due to spearhead an anti-smoking campaign for seven to 11-year-olds in the New Year are heartily endorsed. The report says they are well received, to the point and very effective.

Call for new training department

The Government has been urged to set up a new Department of Education and Training to give teenagers between 16 and 19 a better deal.

According to a joint document prepared by the National Association of Teachers, the Association of Principals of Colleges and the Association of Principals of Sixth Form Colleges, the new ministry is needed to unite the present inadequate and fragmented provision of the Department of Education and Science, the Department of Industry and the Department of Employment.

Maternity leave 'could damage' a woman's career

Women teachers were warned last week that legally-enforced maternity leave might not be such a good thing after all. Valsail-based teacher Mrs Margaret Anderson thinks it could mean "jobs for the boys", literally, when it comes to promotion.

Under the Employment Protection Act, says Mrs Anderson—who resigned as head of history rather than take maternity leave—a teacher is entitled to 40 weeks off school to have a baby, 11 weeks before the birth and 29 weeks after. But this can seriously harm the cause of women's education and employment, she says. In an article in *Report*, the magazine of the Assistant Masters and Mistresses Association.

Mrs Anderson fears that head teachers filling vacancies might appoint young men. "From whom they can expect professional loyalty for many years". At the same time, they would ignore young women leave within a few years.

Mrs Anderson, who taught for 12 years in a grammar school, is also worried about the effect on school pupils of legally-backed maternity leave for teachers.

Sacking row holds up books

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Response to strike offhand'

James Connell

BILBAO A nationwide strike of an estimated 300 secondary schoolteachers entered its fifth week without signs of an agreement. The strike was originally called by the *Asociación de Catedráticos de Agregados*, department heads' assistants, demanding a pay rise of 15 per cent, a 15 per cent increase in teachers' salaries, and a rationalization of the gap between the two grades. The strike has been aggravated by the teachers' consideration of the annual and offhand treatment of demands by the education authorities.

Used with the possibility of an indefinite strike, the Government rushed through an amendment next year's pay budget to swell by 0.5 per cent to 'correct' advances in teachers' salaries. This has been rejected by the teachers as vague and likely to fall below their demands. Temporary contract teachers who form the bulk of the nation's state teachers' stoppage. What the outcome of the present strike, they are certain to continue nying for their own wages and the introduction of a permanent state teaching force.

e Netherlands

Unions ward off salary cuts

John Richardson

THE HAGUE Combination of one-day strikes, demonstrations and successful lobbying of parliamentarians has led to a Dutch Government dropping its offer to single out education off from other civil servants, for salary cuts in 1981 (TES, 10/12/80). The teachers' unions have pointed out that they are not prepared to offer special salary cuts to solve general budgetary problems facing a Dutch Cabinet, but are prepared to discuss salary restraint within the context of overall government policy which leads to a modest salary rise, used to secure more employment possibilities.

There are already signs that a new trend in this direction is being set. An anonymous professor at the Catholic Theological High School in Utrecht has reached agreement with the Ministry of Education to surrender half of his salary of 140,000 fls (£28,000) per year in order to create two junior research posts at the Institute.

This action falls very much into line with the recommendations of a 1,500 strong sympathetic to the movement. CIVIL Servants Action Committee. Professor Kobben, of Leyden University, a supporter of the committee, has said that such sacrifices are a royal salary and could manage with less. Unless more jobs are created for the newly qualified academics, The Netherlands will be faced with the creation of a lost generation of scholars.

Australia

Universities warned on medic surplus

SYDNEY Australian universities have been warned that they are admitting too many medical students who will over have the opportunity to use skills acquired in medical school. The Australian Medical Association has urged an immediate 20 per cent cut in medical school student intake to stem what it calls "a massive over-supply of doctors".

China

Trial shows persecution of educators

by John Gardner

The trial of the Gang of Four is likely to provide further information to confirm the appalling treatment suffered by many of China's educators in the Cultural Revolution of 1966-76. The formal indictment laid against Mao's widow and her associates is a harrowing document which clearly shows that educational circles bore the brunt of Leftist attacks. It claims that more than 142,000 officials and teachers in units under the Ministry of Education were falsely charged and persecuted.

Among the most prominent victims mentioned in the indictment is Zhou Rongxin, who became Minister of Education in January, 1975. He had little sympathy for the Gang's "revolution in education" which, he said, had done so much harm that "education today isn't worth a cigarette stub".

Throughout 1975 he made a number of hard-hitting speeches which were highly critical of the Leftists. He insisted that teachers must be treated with respect and not categorized as "stinking intellectuals". He ridiculed excessive emphasis on practical education, saying that it was simply using pupils as labourers, and he advocated that proper emphasis be given to theoretical work and formal classroom instruction.

He also argued that gifted pupils should proceed directly from school to university without having to do a lengthy stint of manual work. At the end of 1975 Zhou became the target of a Leftist wallposter campaign which accused him of fanning a "Right deviationist wind". Although never formally dismissed, he was hounded from his Ministry and due to harassment, suffered a fatal heart attack in April, 1976, at the age of 59.

The press did not even mention his passing until, after the arrest of the Gang of Four, Zhou was posthumously rehabilitated in 1977. Since then his ideas have been energetically applied as the post-Mao leadership has overturned the educational "models" set up by the Gang of Four.

The most recent of these to come under attack is the educational "experience" of Dazhai, an agricultural unit famed for its application of Maoist principles of self-reliance. In its schools Dazhai preached a policy of encouraging "good thought" rather than academic achievement, teaching pupils to be assertive rather than "little lambs", and insisting that the schools be run by peasants and not by "bourgeois intellectuals".

Last month, however, a conference was told that the slogan "Education, learn from Dazhai" is an enormous harm. It is now claimed that the Dazhai experience caused the cultural and scientific knowledge of the young generation to decline to a "shocking extent" and that "large numbers of illiterate thugs emerged".

Now that the emphasis is on work and the four modernizations, one official was proud to explain that by using boarding kindergartens "parents do a good job because they don't worry about the children".

It costs 30 yuan (£10) a month to keep a child at kindergarten. But fees have recently been adjusted in line with the new birth control incentive schemes.

The current party policy is "one couple, one child". Those who promise to obey pay fees of only six yuan (£2) per month and are awarded an honour certificate by the state.

If there are two children the charge rises to 15 yuan each. Where a family are reckless enough to have more, the kindergarten will charge 30 yuan each and the parents' wages are also cut. It is a 1984 type remedy, but one that seems to work; China, unlike India, has achieved a dramatic drop in birth-rate.

At kindergarten children are introduced early to the collective ideal. They sleep about 40 to a dormitory, cared for by a nursing staff. Each day there is a carefully planned schedule starting with group exercises at 6.30 am—a kind of child's version of the popular Tai Chi Chuan.

The basic timetable has five slots: Chinese, maths, music, sports and drawing. This is all determined centrally, in Peking, right down to the exercises and games which are suitable for each age group.

During the bad days of the Cultural Revolution, political education was a large part of the nursery curriculum. They were taught to recite Chairman Mao's quotations whether or not they understood them. Today political training is less rigid but the children are still taught "to love the party and to love productive labour".

If they misbehave they are introduced to self and mutual criticism, a technique common throughout Chinese society, instead of corporal punishment. Not that discipline is really a problem in Chinese schools. The children are by any standards exceptionally well behaved and obedient.

Yet the question remains whether prolonged separation of parents and very young children can be really beneficial. The Chinese appear to have few qualms about their policies, but there are signs that boarding kindergartens may in time create their own problems.

A headmistress told us that parents rarely bother to visit their children during the week after their first few months. And there are indications that they sometimes actually lose interest after so much separation.

Long-term effects are also possible. China is now for the first time having to face the problem of teenage delinquency and street special schools have been opened in the large cities to cater for it. There is as yet no proven correlation, but these difficulties with teenagers could well lead to a rethinking of institutions like boarding kindergartens.

Two years old—and off to boarding school

Two years old—and off to boarding school

by Suzanne Franks

In China, as in many communist societies, the aim is to have no such thing as a nursery school waiting list.

Any women, no matter where she works, should immediately have her child admitted to a nursery or kindergarten. And on a recent visit to the country I saw many factories that had a special "feeding nursery" which mothers visit during the day to nurse their babies.

The British are often censured for sending their children away to school at eight. But Chinese parents have now gone further—with boarding schools that admit from two years old.

Each large factory or university has at least one boarding kindergarten. For example in a town like Dazhai, with a population of 1.2m, there are more than a hundred such nurseries.

In the textile factory kindergarten two hundred children under six live and work together. Some go home once a week—on Sunday—but others return only once a month. And the kindergarten runs throughout the year, for most Chinese workers have only one week's holiday a year.

In a society where children are taught to put the state before the family this kind of practice is perhaps not so hard to understand. Yet at the same time it is a dramatic contrast with centuries of Western tradition, which followed the family.

Some parents who use boarding schools work night shifts. Others

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United States

Genetic reasons for girls' poorer maths skills?

by Clive Cookson

WASHINGTON Girls are intrinsically less able mathematicians than boys, according to a new study of 10,000 gifted children. Its publication in *Science*, America's leading research journal, has started up a new round of argument about the extent to which female inferiority at mathematical reasoning—observed ever since girls started taking mathematics examinations—can be attributed to social and educational factors.

Julian Stanley, Professor of Psychology at Johns Hopkins University, and research student Camilla Benbow analysed the performance of about 5,700 boys and 4,300 girls, aged 12 and 13, who took part in Dr Stanley's Study of Mathematically Precocious Youth (SMPY) between 1972 and 1979. Their educational experience was "essentially identical", said the researchers: the boys had taken no more mathematics.

All the children were in the top 2 to 5 per cent of their age group, according to standardized mathematics tests administered by their schools. Yet, when the Johns Hopkins psychologists made them take the mathematical portion of the Scholastic Aptitude Test (SAT), a multiple-choice exam usually given to 17-year-olds for college entrance, the boys scored far higher on average than the girls.

The greatest sex differences were recorded among the most brilliant youngsters of all. More than twice as many boys as girls scored above 800 on the test, and boys outnumbered girls by about five to one among those scoring over 600 (a perfect mark is 800). In the three years the highest scoring boys were more than 150 points above the top girls.

Of course Stanley and Benbow recognize that the "socialization" process which has traditionally put girls off mathematics amounts to much more than being steered away from maths at school. The attitudes and expectations of families and friends—the different toys, like boys and girls play with, the fact that many parents are more likely to look for and encourage mathematical skills in boys, and so on—have an unquestionable effect.

Nevertheless, the Johns Hopkins researchers believe the differences they found are too great to be accounted for by socialization alone.

Some critics immediately jumped on Stanley and Benbow, alleging that their evidence was insufficient to draw even a tentative conclusion that environmental factors could not account for better mathematical reasoning by boys.

"I think they are on damned shaky ground when they draw conclusions about genetic differences," said psychologist Elizabeth Fennema of the University of Wisconsin.

However, others supported the Johns Hopkins findings. For example, the Education Commission of the States in Denver tested 1,800 high school seniors and found that the boys' higher maths scores did not disappear when educational differences were accounted for.

Fourthmore, the College Entrance Examination Board, which administers the Scholastic Aptitude Test, reports that the gap between average mathematics scores of male and female SAT candidates has actually widened from 42 points to 48 in 1980. Yet the period has seen a tremendous effort to improve maths education for girls and overcome their "maths anxiety" as it is called in the United States.

The proportion of girls completing each or more years maths at High School has jumped from 37 per cent in 1973 to 48 per cent in 1980, but their performance has fallen further behind boys.

Echoing the Stanley-Benbow results, the college board's recent report *College-Bound Seniors 1980*, also points out that the difference is greatest for students with outstanding high school records. Boys in the top tenth of their class have a mathematical SAT average 63 points higher than girls in the top tenth of their class.

Professor Stanley, Mrs Benbow and others involved in the Study of Mathematically Precocious Youth at Johns Hopkins University argue that the sex differences in mathematical skills which they see in particular gifted pupils also apply, less dramatically, to children of normal ability.

"The feminists are not convinced. 'What their study means for women at large is very problematical,' Dr Fennema said at the same time. *Science* (December 12). "There is no way that their data can explain why women do not take mathematics in college and do not get into mathematics and science professions."

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West Germany

Appeal points to growing student housing crisis

by David Dungworth

West Germany's teachers' union, the *Gewerkschaft Erziehung und Wissenschaft*, has called upon the federal *Länder* governments and the mayors of university cities to take "urgent and non-bureaucratic steps" to make more living accommodation available to students.

In a letter to the heads of government of the *Länder*, the union's president, Herr Erich Fritter, urges them to introduce measures to combat recent rises in the cost of privately rented dwellings and to allow students access to flats with controlled rents. He also calls for an increase in the accommodation element of student grants in line with the actual rise in rents.

The union's action is a response to growing evidence of the difficulties faced by students looking for a place to live. West Germany's equivalent of the NUS, the *Verband der Deutschen Studentenvereine*, estimates that at the beginning of the autumn term about 50,000 students had not been found suitable accommodation.

In September the authorities at the Ruhr University in Bochum hired tents and camp beds to provide temporary sleeping quarters for 200 freshmen, while new students at the Technical University of Aachen were housed in carriages in railway sidings.

In Göttingen, Frankfurt, West Berlin and other big cities the police have been called in to remove militant groups squatting in empty houses and university buildings. Leaders of the Evangelical Church in the Federal Republic have asked their members living in university centres to take in "homeless" students and Bavaria's Minister of Education together with the Lord Mayor of Munich, where some 70,000 students have enrolled for the winter term, have appealed to residents to uphold the city's traditional reputation for hospitality.

Further confirmation of the seriousness of the situation is contained in a survey conducted by the German Student Welfare Organization. Its ninth annual report on student finances shows that average expenditure has now reached DM1686 a month (about £150). Two-thirds of all students are supported by their parents but only 6 per cent of them receive DM600 or more a month.

A privately rented furnished room costs an average of DM170 a month. Those with their own flat, usually shared with at least one other person, pay DM250 each. But such accommodation is becoming increasingly difficult to obtain.

Despite cutbacks in many areas of public spending the budget for the current financial year totals DM35m, an increase of 11 per cent over 1979. Nevertheless, only 5,600 hall places are now under construction and the Government's target is to provide such accommodation only 15 per cent of students by 1985.

Some setting is done. A sophisticated system of testing and assessment culminates in teachers' recommendations about each pupil's future school.

But many secondary teachers are unhappy about the loss of these younger children. This is particularly true of *Gymnasien* (grammar schools) teachers, who felt the approach of the middle school did not give the most able children sufficient academic grounding.

Not surprisingly, parental ambitions have not matched professional prognoses, and the balance of intake into the three secondary schools has altered remarkably in the past two years.

At the beginning of this school year the *Gymnasium* took 50 per cent more pupils than teachers recommended, while the *Hauptschule* took only half those recommended. Teachers at both schools are dismayed by this development: the *Gymnasium* teachers fear to cope with a far wider range of ability than in their view can cope with the work, while their *Hauptschule* colleagues complain of the narrow and low range of ability now reaching them.

C. T. Scott is head of Thorpe St Andrew School, Norwich.

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School to work

Mentally and physically handicapped youngsters who were once regarded as unemployable can become capable workers with the help of new education and training methods. But what

the new techniques cannot do is to create jobs for them. However, in South Wales the youngsters are now being forced back into the ever-lengthening dole queues.

Factory that salvages life

Mark Jackson reports on a training breakthrough—with no jobs at the end

A disused paint factory in the middle of the South Wales industrial blight has been winning a Europe-wide reputation for retraining human material—youngsters written off as unemployable because of physical or mental handicap. Bridgend College's industrial unit has been turning them into workers whom local employers have been glad to take on.

The employers, and other local people thought what the unit did was approaching the miraculous. But rising youth unemployment in South Wales cannot be miraculously beaten and the unit now finds itself providing recruits not for jobs but for the rest of the Youth Opportunities Programme.

The industrial unit, which is attached to the Bridgend College of Technology, is run as a sheltered factory in which the youngsters try out various work and learn to master, in the end, some task which can earn them their living. It is "real" work—carried out under contract for local industry, engineering, and dressmaking firms. In the process most of them become reasonably literate and numerate, and learn a lot of life skills.

It was set up five years ago, in a rather roundabout fashion, by Mid Glamorgan council, who organised a public appeal for funds to acquire the factory and matched the £40,000 raised. The council found out that the EBC was prepared to help fund the operating costs as a school to work pilot project.

Until last year the unit, which is attached to the Bridgend College of Technology, took only those youngsters who were officially classified as handicapped, including physically and educationally subnormal. The youngsters, who drew unemployment benefit, stayed in the unit for as long as the teachers who staff it thought they needed: of the 150 who enrolled, about 120 were eventually placed in jobs.

But last year the Manpower Services Commission agreed to accept the unit as one of its work introduction courses, and most of the pupils now get the Youth Opportunities Programme allowance. It means that courses are now of a set length—usually 13 weeks, twice that for exceptional cases.

It also means that the unit now caters not only for those who are classified as handicapped, but for any youngsters who are considered educationally disadvantaged. The staff say they cannot tell the difference.

Mr Gerry Browne, the college teacher who runs the unit—be it called Manpower—to emphasize that it is a factory—says that since the change it has become very clear



On-the-job learning: under careful supervision, this youngster is making components which will be used in local industry.

that labelling is largely a matter of chance, and that many of the youngsters from special schools turn out to be brighter than "normal" pupils from remedial streams.

The unit still uses exactly the same techniques—the youngsters operate standard machinery under close supervision, until it becomes clear what kind of jobs they like and are likely to be able to manage. But the role of foreman is taken by qualified teachers, who use contact

in the workplace as a vehicle for wider education. There is more formal instruction in reading and arithmetic for those who need it, which tends to be practical everyone. John Pattison, a 35-year-old lecturer who started life as a woodworker, says that a high proportion of the youngsters learn to work at an industrial production rate: many reach higher standards than apprentices in the processes they master.

NEWS

Education cuts 'would go too far'

Council refuses to axe nurseries and meals

by Sarah Bayliss

Northumberland education committee has balked at a county proposal to abandon nursery education and to abolish school meals in primary schools.

Members stood their ground last week, saying the cuts, embodied in savings packages worth 6 per cent and 8 per cent, would go too far. They would only agree to cuts worth 4 per cent or £1.6m.

Mr Regard nursery education and school meals as important priorities. If they are sacrificed now we shall never get them back," Mrs Anne Wrangham, chairman of the education committee, said this week.

The county's policy and resources committee, chaired by Mr John Baxter, the council leader, had ordered all spending committees to draw up lists of potential cuts worth 4, 6, and 8 per cent on next year's budget. That committee will still have the final say when it decides what to recommend to the full council next month.

The education committee savings were valued at £1.6m, £2.4m and £3.2m respectively. The 6 per cent (£2.4m) package, included discontinuing nursery education, provision for rising fees and the primary school meals service. The 8 per cent package meant, in addition, abolishing major discretionary awards, the youth service, adult education and

grants to voluntary organizations. The 4 per cent package worth £1.6m which the education committee agreed it could tolerate, will mean the loss of 55 primary school teachers' jobs and 10 fewer 12-time nursery assistants if implemented. Although the secondary school population is still rising there will be no increase in the number of teaching staff.

Capitation will be held down with no inflation proofing; there will be fewer nursery places and less cash spent on cleaning, maintenance, minor discretionary awards, telephones and transport. The future of some small kind will come under scrutiny.

Mrs Wrangham said the only way had not made the required savings this year, particularly on what would be insufficient to meet the Government's rate support grant. "Whatever happens I am sure we shall have to find 4 per cent," she said.

Northumberland is the 11th largest county in the country with the second smallest population. Councillors have recently complained through the Association of County Councils that the new support grant formula—based on population—does not take account of the assessment of spending needs.

Head wants non-European languages made compulsory

by Bob Doe

A proposal to make the study of a non-European language like Arabic, Urdu or Chinese compulsory for all pupils got a mixed reaction last week.

The idea is being promoted by Mr Michael Marland, headmaster of North Westminster Community School, London. At a conference at the school he argued that study of one of the major world languages would improve pupils' knowledge of, and attitudes towards, ethnic minorities in a multi-cultural society. He criticized the Government's "framework for the curriculum" for presenting this by specifying that every child would study one European language.

He said this plan would fit in with the UNESCO recommendation for "an international dimension and a global perspective in education", generate greater respect for other cultures and show that schools took seriously their multi-ethnic policies.

He said the intellectual, cultural and utilitarian reasons for teaching languages were not well served by a single European language like French.

It is particularly important to consider the relationship between the study of languages and a broader multi-racial world view at schools should have.

Mr Marland is not suggesting the replacement of five years of French with five years of compulsory Arabic, Japanese or Swahili. He wants a language course including several different languages at the start of secondary education. This course, and the later options it leads on to, would include non-European languages.

Non-European languages in the curriculum would enhance the self-respect of ethnic minority children. It would, moreover, give them a feeling of belonging to a mother-tongue.

At North Westminster, Mr Marland said, 60 different mother-tongues were represented and all could be catered for. He said that the school had a number of children from the Indian sub-continent, and that the languages department of the school was teaching Urdu, Hindi, and Punjabi. He said that the school was still the dominant language of the elite in India. Immigrant children Urdu was being taught to keep them as second-class citizens.

'Risk' of new building code

Children's lives could be put at risk by new proposals by the Government on school building standards, say the National Union of Public Employees, the public service union.

The Department of Education plans to change the Standards for School Premises Regulations which have been in force since 1959, and replace them with non-statutory guidelines.

A statement from NUPE says: "Sub-standard materials and fittings which could put children's lives and eyesight at risk could become the norm in our schools if government plans to revise building standards ahead."

Safety award

The Royal Society for the Prevention of Accidents is awarding a £1,000 prize to an individual or an organization which has made an outstanding contribution to the safety of young people.

Applications are invited from all schools, clubs, and organizations. The award is open to all schools, clubs, and organizations. The award is open to all schools, clubs, and organizations.

LETTERS

NCB study: who is being inconsistent?

Sir—The authors of the National Children's Bureau (NCB) study of secondary school progress admit (letter December 5) the existence of the 11-plus effect, that pupils being prepared for entry into a tripartite system could score more highly in basic subjects than they would if they were being prepared for comprehensives. They try to defend themselves by the vague statement that "many of the comprehensive pupils in the NCB sample were in local authorities which retained grammar schools".

Unless they can tell us exactly how many such pupils there were, and also how many of them took the 11-plus (which is not the same thing), we must assume that they did not bother to find out, and that the scores they presented were not adjusted for this important background factor. Their argument that it would have made little difference anyway cannot be substantiated until we know how many pupils were involved.

The 11-plus effect is not simply due to superiority arising from practice in tests as the NCB spokes-

men pretend. It results from the greater concentration on basic subjects, and standards of attainment in them, in a competitive situation. The evidence they seek to present about general performance and date of test is therefore largely irrelevant.

I still find a marked inconsistency between the NCB data on social class and that reported by the NFER Achievement in Mathematics. The former speaks of the social composition of comprehensives and secondary moderns as being virtually identical, whereas the latter showed that there was no significant difference between the tripartite schools and the comprehensive schools. This very slight difference in favour of the tripartite schools is the same as that produced by replacing one "working proprietor" by one "higher professional and technical" in a sample of 100 fathers—all the rest being identical.

In dealing with this letter point the NCB spokesmen adopt an ad hominem argument. Were it not for the personal attack it contains, it would be better ignored as being irrelevant. I see no inconsistency, however, in referring to evidence contained in a study, and yet criticizing the same study for the omissions and interpretation of the evidence. I had a long correspondence with the Director of the NFER, Alfred Yates, on the letter's publication, Achievement in Mathematics. One of the differences between us was over whether it was possible to compare the effectiveness of two systems by using the number of A level mathematicians they produced per 100 entrants. Yates's view was: After further consideration we still cannot accept that the outflow measure you propose could be the basis of a valid assessment of the educational system. Readers should judge the NCB spokesmen's appeal to the authority of Yates against this background.

FRED NAYLOR, Kingsdown House, Box, Wills.

No reward for these careerists

Sir—The Clegg Commission's comparability study on teachers' pay has failed abysmally to recognize and reward the major contribution which the career class can make to the maximum of Scale 1, makes education by spending his whole working life actually teaching children.

They have not increased his status, prestige and worth. They have not even maintained it at its previous lower level. In fact, they have diminished it still further. If one wants financial advancement there is only one route forward. This route leads one further and further away from the low level of classroom teaching and more and more into the dizzy heights of administration.

It is the career classroom teacher who has the grave responsibility of educating and moulding the impressionable minds of our future generations. It is he who is helping to produce our future professional men and women and others who will be equally important in contributing to the well being of society. What could be a more responsible position than this?

He is in short, doing the most important job in the school and receiving as his reward the lowest salary in the profession. The gap between the differing scales is increasing alarmingly every time there is a percentage increase. It is not only a disgraceful situation, but it makes an absolute mockery of the principles of logic.

There can be no substitute for experience in teaching, and experience can only be gained through length of service. It is this pricelessness which the career classroom teacher has, and which the time he has reached the maximum of Scale 1. Yet where is the reward for him once he reaches this point?

It would appear that as he has spent his career whereby his main function is actually to teach children he is therefore, for some totally illogical reason, considered to be inferior and therefore automatically subordinate to those whose main function is to administer.

Where are the voices of the teachers?

Retraining needed for lecturers

Sir—Referring to the suggestion by Mr Brian Sims about polytechnic lecturers, "welcoming" the chance to teach in schools (The TES and TES, November 26), the question arises—Which classes?

Many school teachers would not welcome a change in their status, being trained off by an outsider. This would be well within the competence and aptitude of polytechnic lecturers.

On the other hand, teaching young children is a very different atmosphere from that in tertiary education. It is a very different atmosphere. It is a very different atmosphere. It is a very different atmosphere.

Hongkong plea for status

Sir—We are a group of Hongkong students and wish to draw your attention to our recent campaign on "Home Student" status. The main purpose of this letter is to explain our case and to appeal to the British public for justice.

On November 5 about 700 Hongkong students demonstrated peacefully in the streets of London over the drastic increase in tertiary education fees from £1,000 to £3,000 for a science course university student and £5,000 for a medical student. This alarming increase has already caused a 40 per cent drop in applications to university this year as announced by UCCA recently. With regard to the difficulties Hongkong students are facing, we are asking for home student status just like students from other EEC countries based on a long well established special relationship between Britain and Hongkong.

Why do the Hongkong students have to leave their home and come all the way to study in England? This is simply because of the 5 million population in Hongkong, there are only about 8,000 places in the two universities of Hongkong. Some 90 per cent of the secondary school students simply are not given a chance for tertiary education in Hongkong. Since United Kingdom universities' degrees are recognized by the Hongkong Government, the only way for us to appeal here for further education.

This lack of education has its roots in many things, one main reason is that it is the Hongkong Government's policy to make a big budget surplus each year rather than spending more money on social welfare or education. As a matter of fact we are told that the Hongkong Government is not prepared to tell the public how much budget surplus there is each year. Who is responsible for this policy? One does not need to be a politician to know the answer.

The Governor of Hongkong is appointed by the Queen and the majority of decision-makers are British whereas more than 98 per cent of the population in Hongkong are Chinese. It means that British are supposed to have represented our interests in the Hongkong Government. Have they really done their job and whose interests are they really working for? Since we, supposedly Hongkong citizens, have no right to elect our governor or representatives in the Legislative or Executive Council, we have no choice but to appeal to the British public for justice.

It is genuine British long-term interest both in the acquisition of technical personnel here (for those of us who study in the United Kingdom) and the future loss of contracts to United Kingdom manufacturers for those of us who are driven away by the present Government's short-sighted policies. We still strongly believe in "British Justice" and we are sure that our appeal to the British public will prove fruitful.

W. Y. GRAY, 25 Galsgar Road, Bedworth, Warwickshire.



Miss-takenly identified!

Sir—In view of "equal opportunities" wouldn't this caption be more appropriate for this front page cartoon (The TES, December 5)?

ANTHONY NICHOLSON, "Lyngarth", Croft Road, Chalfont St Peter, Bucks.

Centre's move against racism needs attention

Sir—I would like to refer to your report of November 26 on the conference held by the Centre for Multicultural Education at the Institute of Education and the extra-mural division of the School of Oriental and African Studies.

Over and above the different views which members of the centre necessarily held about the issues of multicultural education, it is perhaps important for your readers to be aware of the focus of the centre during the first year of its existence.

There has been a series of seminars and lectures, some open, others limited to staff and students of the institute concerned with racism in education and the development of anti-racist policies and practice. These issues are fundamental to the work of the centre and are examined in a range of its activities.

It should be noted that as an academic centre, our work is necessarily different from that of the Commission for Racial Equality and the local community relations councils.

J. S. GUNDARA, Coordinator, Centre for Multicultural Education, University of London.

Need for a 16-plus manifesto?

Sir—Crucial decisions will soon be made about the common system of examination at 16 with deep implications for curriculum and teaching in secondary schools. There is a pressing obligation on those of us involved in schools to think through carefully the elements of the present system which in the interests of teaching need to be retained, and then to express our conclusions loud and clear. Would there be agreement on key points?

(1) Comprehensive schools need a system which enables the widest possible range of pupils to be assessed. Certainly many more than the national top 60 per cent of our students are already being examined, particularly in English. That should remain our target group.

(2) The examination should reflect the curriculum. A variety of assessment is required if current best classroom practice is to flourish. FIML secondary survey warns sharply of the decline in the quality of learning for pupils of all abilities when examination requirements dominate the classroom.

(3) Teacher involvement, if not control, is essential at all levels of the examination system. Benefits of teacher participation and responsibility are clear; decisions involving those closest to the educational needs of young people, a wider understanding of standards and comparability in the profession, the growing and impressive expertise of teachers about techniques of examining, the fruitful interplay of teaching minds (excellent IST) as decisions are worked through, creative curriculum development through teacher devised mode 3 courses.

(4) Course work and continuous assessment, properly moderated have become important elements, not just in CSF. These techniques should be retained and refined. Would colleges subscribe and add to these points? Perhaps we need a teacher manifesto for 16-plus.

ROY PEARCE, Anthony Gell School, Winkworth, Derbyshire.

More course English

Sir—Having been overwhelmed by requests for further information about my survey of secondary English coursebooks referred to in my article "The Art of Course English" (November 28) could I take this opportunity to inform you readers that it is now available from me, price £1.50 at the address below.

EAT JONES, The Wiltshire Centre for Language in Learning, Sanford House, Sanford Street, Swindon, Wilts.

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Michael Cole

When next the bell tolled, he again woke with a start. This time, however, he seemed ready for a further visitation and sat up and looked around expectantly. He obviously did not want to appear taken aback this second time. He was, however, surprised, for nothing happened; no shape appeared.

At last he plucked up courage to get out of bed and look around to find the source of the light which illuminated the whole room, but which appeared to have no discernible physical source. It seemed to be coming from under the door which led to a neighbouring room. He reached for the knob, and as he did so, a strange voice called him and bade him enter.

It was his own room; there was no doubt of that. But it had undergone some magical transformation. It was not at all the drab, unprepossessing chamber which

a sight of the rest of the house might have led one to expect. There was such a mighty blaze in the hearth that Carlisle's attempts at energy having never been known. In an easy state in the centre of the room sat a jolly giant who bore a glowing torch not unlike those which used to be emblazoned on the old road signs indicating the presence of a school.

"Come in and know me better," exclaimed the ghost.

Carlisle entered timidly and hung his head. This was not the dogged Carlisle, the adamant Carlisle of earlier in the day. It was as if he did not like to meet the kindly gleam which shone forth from the giant's clear eyes.

"I am the Ghost of Education Present," said the spirit. "Look at me!"

Carlisle did so. The phantom was

clothed in a simple green robe, bordered with white fur. Its feet were bare and the spirit seemed to exude an all-pervading joyful air.

"Spirit," said Carlisle submissively, "conduct me where you will. I want forth last time under compulsion and I learnt a lesson which is working now. If you have anything to teach me, let me also profit from it."

"Touch my robe!"

Carlisle did as he was told, and held it fast while around them the room, the fire, the glow, the house and everything vanished instantly.

They stood outside in the street and were clearly invisible to all the people who busily thronged around them. The giant's torch was also invisible to the passers-by, whose to-ing and fro-ing was only illuminated by the lights of shop

windows and the scanty street lamps. Most of the shops were closing down, a people became more frantic, and there were occasional disruptions in what was mainly a festive and cheerful mood.

On such few occasions, the giant shed a few drops of some oil on his torch and shook it on the disputations group. As soon as they were touched, their good humour was restored.

"Is there a peculiar flavour in what you sprinkle?" asked Carlisle. "Would it apply to anything today?"

"To anything kindly given, and especially to something given to the poor."

"Why to the poor most?" asked Carlisle.

"Because they need it most."

"Spirit," said Carlisle, "I wonder you desire to interfere so in people's lives. To hinder them, for example, from resolving their own disputes, or preventing them from suffering the consequences of their own actions."

"There are some upon this world of yours," returned the spirit, "who by claim to a motive of non-interference, and who, by allowing injustice, selfishness, hatred and envy to reign supreme, in fact create a greater interference than anything I might do to redress the balance. Remember that, and charge the consequences to those who create the circumstances, and not to those unfortunate who are incapable of overcoming the barriers which result in their constraint."

They stopped outside his teacher's house. A meagre, terraced house, which seemed to fit quite well with what Carlisle knew about the limitations of his wages. They looked right through into the ground floor.

There they saw the family, poorly clad but nonetheless joyfully gathered around to help each other and their mother in laying the small table. That was a general scurrying and bustling created by the many people present. In fact, there seemed to be far more movement than the limited arrangements and fare seemed to require.

In came the teacher, with his crippled son upon his shoulder.

"How did he behave?" asked mother.

"Did he manage to sit through it all?"

"As good as gold," the teacher replied.

"Somehow he gets thoughtful, sitting by himself, and thinks home, he hoped. He told me, coming home, he hoped everyone could see him on my shoulder, dressed, because it would be pleasant for them to see him so cheerful that they would remember those who were so much worse off than he."

The teacher's voice trembled as he said these words, and trembled even more when he added that he thought the boy was growing stronger every day.

"Spirit," said Carlisle, with an interest he had never felt before, "tell me if the boy will live?"

"I see a vacant seat," replied the ghost, "in the poor chimney corner, a crutch without an owner, carefully preserved."

"No, no," said Carlisle. "Oh no, that spirit! I say he will not die."

"If these shadows remain unaltered by the future, no-one will find him here later years. What then?" the ghost continued. "If he be like to die, he had better do it, and decrease the surplus population."

A Christmas Carlisle

In the concluding part of our holiday serial by Ian Lewis, the ghosts of Education Present and Future strike terror into the heart of a twentieth-century Scrooge

Carlisle hung his head to hear his own sentiments thus quoted back at him by the spirit.

"Mr Carlisle!" he heard the teacher say. "I give you Mr Carlisle, the Founder of this Feast!"

"The Founder of the Feast indeed!" cried the teacher's wife. "If I had him here, I'd give him a piece of my mind to feast upon, and hope he'd a good appetite for it. Why should we drink the health of such an odious, stingy, hard, unfeeling man as Mr Carlisle?" She paused for breath before going on.

"He's closed schools, thrown teachers out of work. He's cut resources 'til they are almost non-existent. You teachers have to compete amongst yourselves for pupils, in the hope of saving your schools and your jobs. Schools could be liberating places. Instead of which they are fast becoming inhuman places where children are being fettered; their lives constrained and futures mortgaged."

"But enough of this. I don't want to spoil your one day's holiday in all the year," she eventually relented. "I'll drink his health for your sake, not for his, although I doubt if, even if he knew, it would make him merry or happy. He'd probably laugh at our stupidity."

After the family, even including the little crippled child, had drunk this toast, it was as if a shadow had passed away from the room. They were all ten times merrier than before. They danced, they sang, they told stories, they laughed, and all the time the meagre plates of food and drink were passed around. Each person knowingly looked around, at their turn, and made to take the smallest possible crumb, or the tiniest sip, to make the offerings last even longer.

The spirit was greatly pleased to find the party mood growing on his companion. Carlisle had become so gay and light of heart that he continually pledged the entire household, and thanked them in inaudible speech, for the pleasure he was having. Eventually, though, the spirit dragged them away, and as they heard Carlisle's house they flew over two prostrate, ragged, scowling children. Where their cheeks should have been filled with the fresh bloom of youth, a shrivelled hand had touched them. Where light and joy should have shone from their eyes, devils lurked and glared out menacingly.

Carlisle stared, appalled. "Spirit! Are they yours?" he asked.

"No they are yours," came back the quick reply. "This boy is Ignorance; this girl is Want. Beware them both, for on their brows is written Doom, unless the writing be erased. This is the ultimate consequence of the programme in which you take a part."

"Are there no answers?" cried Carlisle.

"Are there no prisons? Are the job centres closed down?" said the spirit, turning on him for the last time with his own words. "Are there no detention centres?"

The bell struck. Carlisle looked about him for the ghost, and it had gone. As the last stroke ceased, he remembered Boy-land's prediction of three visitations and, lifting up his eyes, he saw a solemn phantom, draped and hooded, coming like a mist upon the ground towards him.

The phantom slowly, silently approached. When it came near, Carlisle went down on his knees in fright. It was shrouded in black, which left nothing visible save one outstretched hand. He felt its presence fill him with a solemn dread.

"Am I in the presence of Education Yet to Come?" his voice quavered.

The spirit did not answer.

"You are about to show me shadows of the things that have not happened, but which will happen in the time before us if things stay as they are," Carlisle pursued. "Is that not so?"

The spirit inclined its head. That was its only answer. Although well used to ghostly company by this time, Carlisle found that he feared this dimly distinguishable, silent black shape.

"Ghost of the Future," he exclaimed, "I fear you more than any spectre I have seen tonight. But as I know your purpose is to do me good, and as I hope to live to be another man from what I have been heretofore, I am prepared to bear your company, and do it with a thankful heart."

It gave him no reply, but pointed forward and moved on. Carlisle followed.

Their first stop was at the side of a knot of people talking together. They moved closer and, as before, remained invisible to those they overheard.

"I only know he's dead," said one.

"That's right. Last night," said another.

"What's he done with his money?" said a third. "I'll wager it has been carefully salted away from the reaches of you and me, and, more likely, from the tax-man, too."

"It's likely to be a cheap funeral then," said another voice.

"Bound to be," agreed someone else. "There won't be many mourners either. I'll be bound. I don't know of anyone who cared enough for him to spend the time in mourning his departure."

The phantom moved him on. Carlisle followed the beckoning spirit to their next destination. This time he started back in terror, for he thought he had begun to recognize not only this present scene, but also the import of the previous conversation.

A body lay upon an empty bed within a dark and empty house, with not a man, nor woman, nor child around to show any signs of sorrow at the departure of the life. There was a sound of rats scuttling about in the dark corners.

"Spirit," Carlisle said, "This is a fearful place. In leaving it, I shall not forget its lesson, trust me. Let us go!"

Still the ghost pointed with its finger to the body recumbent in stark and chilling form before them.

Eventually, as if relenting a little, the spirit folded its cloak and waited them away until again they rested over the teacher's house. This time, though, unlike that previous occasion, there was no sound of mirth or jollity.

He looked in and saw the wife and some of the children sitting about quietly, the woman sewing and the children reading by the light of a tiny candle.

"It must be near your father's time," the mother said.

"Past it, rather," answered one of the children. "I think he walks a little slower now than he used to do."

They all went quiet again. "Ah! Here's your father now," the woman said, as the door opened. The teacher came in, unwrapping his

long scarf from around his neck. He had a cheerful word for each of them.

"You went today," his wife enquired, "on your way home from school?"

"That's right," the teacher answered quietly. "I wish you could have come. It would have done you good to see the cheerful place. He was right to choose it."

He broke down at that point. He couldn't help it. If he could have helped it, he and his child would have been further apart perhaps than they were.

He pulled himself together at last, and turned to the circle of worried faces around him. "We won't forget him, none of us. I'm sure."

"Never, father!" they all cried.

"Spectre," said Carlisle, "something informs me that our parting moment is at hand. Before we part, pray tell me more about that man whose body we saw lying there alone and uncared for."

They were in a churchyard, and the spirit stood among the graves and pointed down at one. Carlisle advanced, trembling, and managed to make out, upon the rotting stone, his own name MARK CARLISLE.

"Spirit!" he cried, clutching at the robe. "I am not the man I was. I will not be the man I must have been. Why show me this if I am past all hope?"

"Good Spirit," he pursued, as he fell upon the ground, "your nature surely intercedes for me and pities me. Assure me that I yet change these shadows you have shown me, by an altered life. I will help to stamp out Ignorance and Want; I shall try to help those who cannot help themselves. I will live in the Past, the Present and the Future. The spirits of you all shall strive within me. Oh, tell me I may sponge away the wickedness on this stone!"

The spirit pulled its spectral hand away and shrank, collapsed into a bedpost. Yes, the bedpost was his own, and the time before him was his own, to make amends in.

"Oh, Boyson! Oh, Spirits! I cannot thank you all enough for the lessons of the night," Carlisle said, as he scrambled out of bed. "I am as merry as a schoolboy. . . and here he stopped abruptly, as if taken aback by what he had just said.

"No, that cannot be right," he commented to himself. "With all the cuts I have made in Education, no schoolboy can be merry. That's where I must start."

He hurried to the door and put into the street. "I must get to the office early this morning," he muttered to himself as he ran through the streets.

The only stop was when he saw the gentleman who had walked into his office the previous day. He dashed across to him. "My dear sir," said Carlisle, "How do you do? I hope you succeeded yesterday?"

"Mr Carlisle?" inquired the other.

"Yes," said Carlisle. "Allow me to ask your pardon for yesterday, and tarry a moment and listen to what I have to say."

Carlisle whispered rapidly in his ear.

"Bless me, Mr Carlisle," cried the gentleman, "are you serious?"

"Never more serious in my life," replied Carlisle. "You will see the announcements later in the day."

"I don't know what to say," said the other.

"Don't say anything, please," said Carlisle. "I only hope these decisions will not come too late."

He hurried on, leaving the other gentleman standing in the middle of the pavement.

It was early at the office. The clock struck, and no teacher. He was fully 15 minutes behind the time specified in his contract of employment.

The teacher's hat was off before he opened his door; his scarf too. He was out in front of the class and began shouting with great vigour.

It was as if he was trying to make up, in activity, for the few minutes' absence.

"What's this," growled Carlisle. "What do you mean by coming here at this time of day, sir?"

"I am very sorry, sir," said the teacher. "But I will make the time up by missing my mid-day break."

"You will?" repeated Carlisle. "Yes, I think you will. Step this way, sir," he beckoned.

"It's only once a year, sir," said the teacher as he crept in great trepidation, into the office.

"I am not going to stand for this sort of thing any longer," said Carlisle. "And therefore," he continued, leaping from the chair, "I am going to change completely your whole conditions of work."

The teacher trembled.

"A Merry Education, sir!" said Carlisle. "A Merry Education, sir, then I have given you for many a long year. I'll raise your salary, fill schools with resources, open up the whole of education to all those who want. We'll bring back free and better school meals, and raise all welfare benefits to help the needy to profit from their education."

He paused. "We'll also plough in such resources," he continued, "we will have a state system of Education which will be so good, that all the previous debate about the public and private sector will vanish overnight. There will be no point in paying privilege when privilege will be freely available to all." He paused for breath and wiped his brow, laughed and chuckled to see the conflicting expressions fleeing across his teacher's face.

"It's all right," he went on. "I am not mad. It will be the most famous U-turn in history."

"They left the room, both laughing and crying simultaneously."

And Carlisle, what eventually of him? He was faster than his words. He was all, and more. He became as good a man, as good a friend, as good a minister, as any country had ever seen.

At this point I awoke with a start, rubbed my eyes and looked around. Had I been dreaming? Was there a whole new future for Education?

I saw The TES front page open in front of me, and the headlines caught my eye: "Carlisle unveils new cuts round."

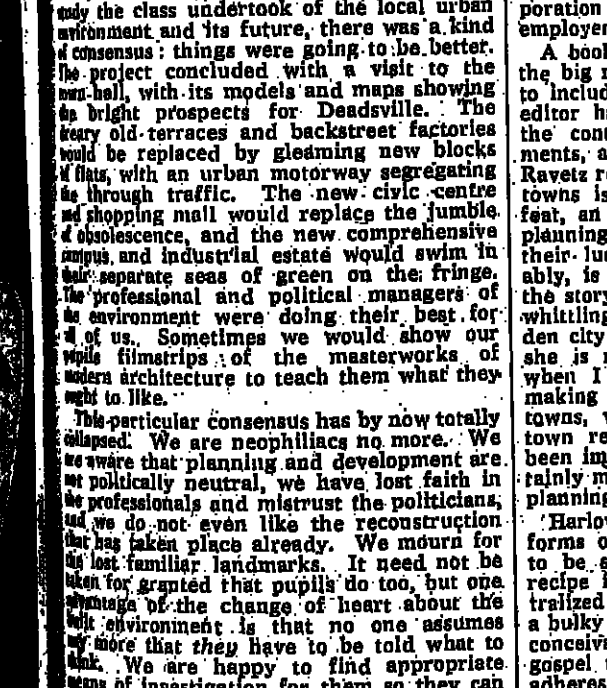
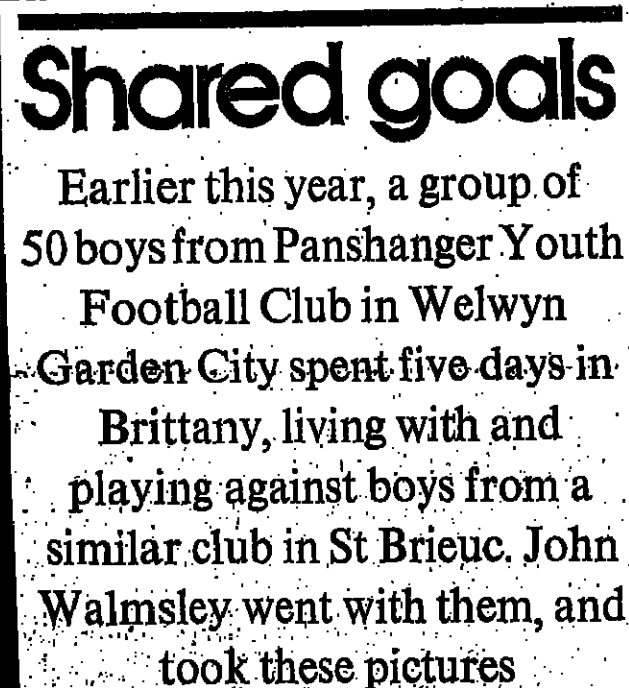
I knew reality had come back. The dream was nice, and I often smile as I remember it, whilst colleagues smile at my jobs; we are further starved of necessary teaching resources; our salaries are reduced; we are forced to work statutory longer hours; children have to pay for schooling; and cuts, cuts, and yet more cuts, become the only recognisable features of our lives.

هكذا من الآن فصلاً

review



Earlier this year, a group of 50 boys from Panshanger Youth Football Club in Welwyn Garden City spent five days in Brittany, living with and playing against boys from a similar club in St Brieuc. John Walmsley went with them, and took these pictures



Sermons in stones

Colin Ward on architecture in the environment

Asmacking Cities. By Allison Ravetz.
 Groom Helm \$14.95. 85664 293 2.
Barlow: The Story of a New Town. By
 Frederick Glibberd, Ben Hyde Harvey, Len
 White et al.
 Publications for Companies \$11.90. 904928
 U.S. \$5.95. 904928 11 X.
Human Scale. By Kirkpatrick Sale.
 Becker and Warburg \$10.00. 436 44090 3.
 \$35. 436 44091 1.
Buildings and Society. Edited by Anthony
 A. King.
 Insulcise and Kegan Paul \$25.00; 7100 0616 0.

Well, let us say, the late sixties, in whatever way the class undertook of the local urban environment and its future, there was a kind of consensus: things were going to be better. The project concluded with a study of the town-hall, with its models and maps showing the bright prospects for Deadsville. The heavy old terraces and backstreet factories would be replaced by gleaming new blocks of flats, with an urban motorway segregating the shopping traffic. The new civic centre and public hall would replace the jumble of obsolescence, and the new comprehensive campus, and industrial estate would swim in their separate seas of green on the fringe of the town. The professional and political managers of the environment were doing their best for you and me. Sometimes we were told that our work was finishing off the masterworks of modern architecture to teach them what they were like.

The particular consensus has by now totally collapsed. We are neophiliacs no more. We are aware that planning and development are not politically neutral. We have lost faith in the professionals and mistrust the politicians and we do not even like the reconstruction that has taken place already. We mourn for the old familiar landmarks. It need not be so. We are granted that pupils do too, but we are not sure of the change of heart about their own environment. We have no one assumption more that they have to be told what to think. We are happy to find appropriate means of investigation for them so they can draw their own conclusions.

Her teachers, looking on the library shelves, would transform themselves better about the social aspects of planning and architecture, might not see that much of the literature is written by old optimistic and naive no indicators of the mood have no indications of the mood, the mood has changed so completely that it is not the least of the reasons why Alison Smith's new book is so welcome. A few years ago she was the author of an outstanding study of the Quarry Hill Flats at Leeds, a study of historical insight into the social, political, economic and technical background to one famous building project. Her book brings the same formidable intelligence to a technical skill to a wider topic, the rise and decline of post-war urban planning, a subject which she makes a brilliant use of. The wide range of ideological views and issues in text, diagrams, making the book that is a truly inspired.

is not uncommon for teachers involved in the programme of environmental studies to say: "Well, we've done an old city, now we've done a new town." The 30-odd new towns, designated by central government since the Second World War are in fact heavily visited by school parties, and some of us regard the new towns, with their faults, as the one great triumph of the post-war planning machine. It is desirable that the young should see them for themselves and form their own impressions.

of course, for anyone born and bred in the new towns, have long ceased to be, and in fact the first generation of such persons, those designated in the late forties and in the early fifties, are having their development corporations wound up and their shares "completed." And, like most of the people coming from Rembrandt's Night View, they have the urge to "continue" in the same way, and the commission in history, and the commission in the history of the times, sometimes they get uncommissioned by the times written, that the record book Step by Step, Ltd., by Bob Mullian (Routledge) life and of the development corporation in the way which can hardly have been relished

alternative a black and white relations hand-out? The new book on history is an "official" history of the town-building process, which tries very hard to give a "warts-and-all" picture. Though she is not named on the title-page, it was edited by Jane Morton, a well-known environmental journalist, from the written and verbal testimony of the people who created the town. The dominant theme of the town, which she has welded into a consistent narrative. Among them are Len White, who had the job of social development officer for 25 years, and Sir Frederick Gibberd who was the architect-planner right from the start and has lived in the town ever since. He has the advantage that the corporation was his client, rather than his employer.

A book like this is obliged to mention all the big names associated with the place and to include a word of praise for all; but the editor has managed to include accounts of the controversies, failures and disappointments, as well as the successes. Alton Brown remarks that the existence of the new towns is often regarded as "a stupendous feat, an act of faith, a valuable seedbed of planning ideas, or a glorious opening for their 'lucky citizens'", and this, understandably, is the way the Harlow book tells the story. Dr Ryeveaux on the other hand, while acknowledging Ebenezer Howard's guiding ideal in the new towns as built, argues she is right about this too. All the same when I was involved a few years ago in making a television film about the new towns, we found it hard to discover new town residents whose views on the new towns had been improved by the move, and this is certainly true. There can be said of the effect of planning on old cities.

Harlow is very far from Utopia, but other forms of urban redevelopment have tended to be still farther away. A writer who knows the recipe for Utopia lies in small-scale, decentralized communities, like the one in Sale, is a bulky American, and the book which applies to even that aspect of life the Schumacher-like gospel that small is beautiful. Anyone who adheres to the particular stream of social criticism represented by Kropotkin, Schumacher, Paul Goodman or Ivan Illich will find useful examples and even new facts in the book. Less than most, these people are likely to be contented in it, but will find the same value more scrupulously implicit in the Rave book.

Yet another style of sociological approach is to the built environment is elegantly presented in *Buildings and Society*. Anthony King, and his fellow contributors, examine the evolution of a number of building types, to the light these shed on the society that produced them. Three of the essays discuss important buildings of the nineteenth century—the Victorian prison, asylum, and hospital. Others examine the Hindu temple, the American apartment house, the evolution of the office, purpose-built pub, restaurant, and office building, and the reaction of holiday homes. A concluding chapter, by Amos Rapoport, pioneers in this field, discusses vernacular architecture and the cultural determinants of form. The book is strikingly illustrated and for methodology alone, would be a valuable for any teacher with access to a pilotage students through the history of particular local buildings or building types. *Remaining Cities* is a model of scrupulous

The only common factor among those four books, of course, is that they are all concerned with social aspects of places. But if we were told to choose one for the school library, or to put my name down for a place in the public library, it would have to be *Remaining Cities*. For the author has the breadth of approach which enables him to relate the experience of Liverpool to Leeds with that of the Third World cities to which planning has been exported, and to the common assumptions of communist and capitalist urban society. She discusses an attempt to evolve radical alternatives to urbanism in China, Cuba, and Tanzania, and seriously the implications of this internationalism. Her conclusion of the chapter is "Coping with Contradictions", precisely the task facing the teacher or student of urban



Top: Parker and Unwin interior, 1901

Right: Voysey Tower
house, Bedford Park
London, 1891

**Below : Great Coxwell
Barn, Gloucestershire**

**Bottom : Shaw : Ley's
Wood, Groombridge
Sussex. 1867-1869**

Illustrations. from Peter Davey's *Arts and Crafts Architecture: The Search for Earthly Paradise* (Architectural Press £12.95)



While appreciating the different aims of the two books, I found the *Graphic Works* more informative, and its wider range gives perspective to the artist's abilities.

resources

What's in a brand name?

Frank Anstis on "Nuffield Combined Science: Themes for the Middle Years"

Nuffield Combined Science: Themes for the Middle Years. General editor, C. D. Bingham. Published for the Nuffield Foundation by Longman Group Ltd, Burnt Mill, Harlow, Essex. £10.95 for each theme.

As a brand name, Nuffield has a lot to recommend it. Even teachers who have never used Nuffield products recognize the name, and probably remember that it has been associated with some highly successful curriculum development projects. Nuffield Science and Nuffield Maths are still around, if not household names, and many teachers may assume that Nuffield Combined Science: Themes for the Middle Years will be as useful and innovative as its near relatives.

But a brand name is intended to sell the product rather than to guarantee quality, and many teachers who turn to this pack of materials will be sorely disappointed. What has gone wrong? The problems begin when you receive a parcel of 120 unnumbered pieces of thin card. Some time later, when you have sorted them out, you discover you also have six slim pamphlets of teachers' notes, covering six themes. Each theme has four study cards, and each study card directs you to four activity cards.

A moment's thought shows there are 16 activities for each theme

and, as there are two copies of each activity, probably your whole class is nicely catered for. However, no amount of thinking has yet revealed to me why each A4 piece of card is printed with the same activity twice, one upside-down alongside the other. Only when you slice them all lengthwise in the middle, do you achieve your full quota of activity cards. Remember to bring the guillotine to the first lesson.

Now you have mastered the physical details you tackle the intellectual content. The six themes are: Estimating and Measuring, Water, Movement, Out of Doors, Sorting and Colour, and you might want to ask how these themes were chosen. How were the activities selected? Why are they suitable for middle school children? Which themes are the most complex, and which should be created in the first years of the middle school? What aspects of a hypothetical middle school science curriculum are not covered by this pack of materials?

You will not get any answers to these questions, because there is no guide to the scheme as a whole. Even more disconcerting is the fact that there is no analysis in practical terms of the concepts, skills or attitudes that children might learn from the materials. The guidance given in the teachers' notes is sometimes opaque:

"Within the theme, children will experience colour as a means of

recognizing change and identifying substances"; sometimes jokingly: "There could be unfortunate results if children drop large masses from upper windows"; sometimes dogmatic: "There are no difficulties in the conceptual level of the work proposed"; sometimes vague: "This card can be used at all conceptual levels"; sometimes badly spelt. It is very rarely explanatory.

This almost complete lack of explanation in the teachers' notes is mirrored in the children's materials. For example, in the Movement theme, children are instructed how to discover that dry material has a steeper angle of rest than wet material, but they are not given any help in understanding or explaining this discovery. (Neither is the teacher's help.)

There are other difficulties with the activity cards. There is no indication of how long any particular activity might take, which will make planning very difficult; and there are many instructions and diagrams which I find totally baffling. There are very few activities that are in the smallest degree open-ended, or that encourage any kind of independent thinking. Many are unnecessarily tightly controlled, for example: "You should now have a good leaf print. If you wish, you can colour your print with paint or crayon."

But the greatest problem is what we now call "match". Many of

the activities seem to me to be eminently suitable for five and six-year-olds; a few seem to be challenging even for 15 and 16-year-olds; and the vast majority of them will already have been carried out at least once by children in their infant, junior or first schools. Teachers are given little help in trying to make a good match between the abilities of individual children in the class and this motley set of activities, covering a very wide range of conceptual difficulty.

There must be something good to say about this scheme. There are useful lists of references and resource books for each study card; among the 96 activities there are one or two original suggestions; and there is a joke. The authors feel that the theme Estimating and Measuring might become tedious and unenjoyable; so the study cards are interspersed with a cartoon strip featuring a scatty-looking scientist, a cat, and a mouse. "It may be amusing and even useful to encourage the invention of names for the scientist and the cat. The mouse's name is Nuffield."

There are small consolations for the shortcomings of the materials as a whole. Perhaps they would be valuable as a starting point for teachers new to middle schools, with no scientific knowledge of their own, who are without access to any of the excellent material already published in this field. But do such teachers really exist?



The National Extension College has published a set of two-page comics on the subject of immigration. The aim, they say, is to link colonial history to contemporary immigration to Britain. The comics are a series of four, each dealing with a different aspect of immigration. The first comic, 'The Arrival', shows a man arriving in Britain. The second comic, 'The Search for Work', shows the man looking for work. The third comic, 'The Struggle for Survival', shows the man struggling to survive. The fourth comic, 'The Integration', shows the man integrating into British society.

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Medical showcase

Frances Farrer visits the Science Museum

Wellcome Museum of the History of Medicine opened its two galleries last week. A department of the Science Museum, it is based on the extensive collection of Sir Henry Wellcome, FRS, and is intended to offer a comprehensive picture of its subject. The collection is said to be unique.

"Glimpses of Medical History" is the first gallery, containing scenes created with models and dioramas in full ghoulish colour. The story of medicine as told in Western civilization and as a product of surgery, the gallery is divided into two main sections: the history of medicine and the history of surgery. The history of medicine section includes a model of a human body showing the internal organs, and a model of a human head showing the brain and the spinal cord.

The star of the show is the full reconstruction of an ancient Egyptian mummy as it was in 1905. It is a full room that you can walk into, and it is a very impressive sight. The mummy is lying on a bed, and it is surrounded by various medical instruments and equipment. The reconstruction is very realistic, and it is a great help to understand the history of medicine.

Among the other reconstructions are two dentists' surgeries—the 18th century version by far the more terrifying and an impressive reconstruction of a 19th-century surgery. The dentists' surgeries are very impressive, and they show the progress of dentistry over the centuries. The 18th-century surgery is very small and simple, while the 19th-century surgery is much larger and more complex.

The A4 size comic set of the per cent including postage and packing, and are available from the National Extension College, 18 Brooklands Avenue, Camberley, Surrey, GU10 2HN.

News on view

The Sunday Times and the Independent Television News have joined forces to produce a two-hour review of the past year's social issues. Called "The Year 1980", it is hoped that it will be the first of a series of annual reviews. The review is a comprehensive overview of the year, covering a wide range of social issues. It is a very informative and interesting program, and it is a great help to understand the year that has just passed.

Puzzles and problems

A new mathematics magazine for secondary schools called "The Mathematics Magazine" is now available. It is a quarterly magazine, and it contains a variety of puzzles and problems. The magazine is very informative and interesting, and it is a great help to understand mathematics. It is a must-read for all secondary school students who are interested in mathematics.

The magazine is published by the British Association of Mathematics Teachers, and it is available from the British Association of Mathematics Teachers, 194 Goldsmith Road, London NW6 6JF, or from the copy plus 12p postage and packing.

This month's edition of the Language Teaching Journal is now available. It is a quarterly journal, and it contains a variety of articles on language teaching. The journal is very informative and interesting, and it is a great help to understand language teaching. It is a must-read for all language teachers who are interested in language teaching.

David Self

Cancer, multiple sclerosis, spasticity, and mental disorders are among the topics left out. The fact that drugs have side effects is not mentioned. The interest during the past ten years in Eastern medical techniques, such as acupuncture, goes unnoticed, as do unrecognized practices such as osteopathy.

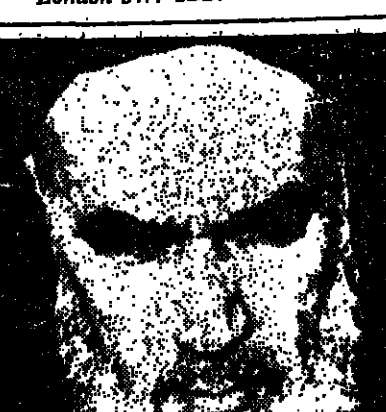
But despite omissions there is a great deal of fascination in these glimpses. The model of the Santa Cruz Hospital at Toledo in the sixteenth century shows vast areas between beds, high ventilated ceilings, and a note that the standard of cleanliness there was not achieved in this country even 200 years later. Another exhibit indicates that Victorian home childbirth seemed to involve large crowds of doctors, midwives and female relatives.

Hesitant to visit this exhibition for there is quite a lot of gore. There are wartime field stations, bloodletting (too much blood causes illness), an open heart operation, amputations.

The second gallery will be arranged conventionally, with objects in display cases placed in chronological order. It deals with the art and science of medicine throughout history, with instruments, works of art, amulets and all kinds of artefact, including items from the East and even from pre-historic times.

Worksheets are available for schools or other interested visitors, and instead of simply offering a quiz or a list of questions they follow separate themes at varying levels of difficulty. "A Visit to the Doctor" and "A Birth in the Family", for example, are written for primary levels, while titles such as "Anesthetics" or "The Eradication of Smallpox" are intended for older or more able pupils.

Further information can be obtained from Stephen Caville, The Lower Wellcome Gallery, The Science Museum Exhibition Road, London SW7 2DD.



From a sequence on "Babies".

Dramatic prompters

David Self

Ray Eyes, the filmstrips, cassette or open-reel tape, booklet. The prompters are a series of filmstrips, cassettes or open-reel tapes, and a booklet. They are designed to help teachers to deliver a lesson on dramatic writing. The filmstrips are very informative and interesting, and they are a great help to understand dramatic writing. The cassettes and open-reel tapes are also very informative and interesting, and they are a great help to understand dramatic writing.

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Above, detail from a picture of John Bell's pharmaceutical laboratory, which was used as a reference for "Glimpses of Medical History". Mr Bell founded the Royal Pharmaceutical Society in 1843. Below, detail from "Childbirth in Islam". This large and beautiful embroidery shows a woman in the street, her fortune tellers outside the house, and the mother and child with attendant women in an upstairs room. Men were not allowed in the house at the time of childbirth.



David Self

Prediction techniques

by Stephen Holmes

Think Ahead, by Christopher Walker. Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middx. £5.50 each book, including VAT. This set of three books of spirit mastery is intended to provide inspiring material for class and group comprehension exercises. The levels of reading ability (Fry) range from eight to nearly eleven years in steps of 0.1 years. Each page is marked with numbers so that the reader can select the appropriate reading level.

Comprehension is an area of the language development curriculum which has sometimes been ignored, misunderstood or mismanaged in recent years. This scheme sets about bringing some order and originality in a way that can be used for class or group sessions, hopefully ensuring also a high degree of involvement from each pupil.

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resources

Multiple shapes

by Andrew Rothery

The Rectified Pattern Maker. Rectified Sutcliffe Limited, Summerhill Road, Bradford BD7 1PY.

A lot of valuable work in shape and geometry involves drawing regular polygons: hexagons, octagons, etc. Young children tend not to be given such work because of the difficulty they have in drawing the shapes accurately. However, armed with a Rectified Pattern Maker any child who can join two dots with a straight line can manage to draw a polygon.

The Pattern Maker is a circular mat, about 18cm in diameter, with 24 holes around the edge. The bottom of the mat is a rubber surface designed to stop it slipping. The holes are numbered for reference, and by marking in the appropriate ones the pupil establishes the vertices of the shape. Then the sides can be drawn in using a ruler to join the dots.

In addition to the holes round the edge, there are two other sets of holes, punched round circles of smaller diameter. Thus the child can draw small shapes, useful for tessellation work, or bigger ones, more suited to forming patterns inside a polygon.

The mat is made of a tough, washable material. Though a plastic transparent device would be more useful in those activities where being able to see what is already drawn would be an advantage, the rubber back is ideal for keeping the device from slipping during the construction of a shape. The Rectified Pattern Maker is well worth considering for use in primary schools and for younger pupils in secondary schools.

Educational sources

An A to Z of sources of information on major educational topics has been published by the Advisory Centre for Education as an aid to those attempting to find their way through the education system. The booklet lists over 300 topics with a brief explanation, major reference sources and contact addresses and telephone numbers. There is a separate index of the organizations included in the text.

Where to Look Things Up was compiled for ACE by Elizabeth Wallis, Registrar of the Society of Indexers and is available from ACE, 18 Victoria Park Square, London E2 9PB, price £2.50 post free.



The People's Dispensary for Sick Animals has published a new education pack designed to provide teachers with a constructive and entertaining approach to teaching pet-care.

The packs come in three sections dealing with dogs, cats and other small animals. Each contains teachers' notes, plastic-coated work cards, an animal story, posters and picture leaflets as well as information about the PDSA. The materials can be used for group or class work, say the PDSA, and sections can be photocopied.

The PDSA Education pack is available from Education Pack, People's Dispensary for Sick Animals, PDSA House, South Street, Dorling, Surrey RH4 2LB. Teachers are asked to contribute a donation towards the cost of each set of £2.50.

Minor and major adjustments

by John A. Barker



Fitness for Survival. Survival of the Fittest. Both produced by Margaret Jago. Each set consists of a 30-minute cassette tape, a 30-frame colour filmstrip, and notes. £10 each. Audio Learning Ltd, Sarda House, 183-185 Queensway, London W2 5SL.

Fitness for Survival begins with a frame showing an astronaut on the moon—making the point that man is not adapted to such surroundings, and must carry with him his own life support systems. The theme of organisms' adaptation to specific environments is developed by reference to each and to the suicide-bank, and their habitats.

The effect of seasonal change is used to develop the notion of adaptation. "Survival of the Fittest" begins with a photograph of animals among leaf litter. This leads to the problem of classification, the use of a key, and a natural classification of the litter animals. Some of the adaptations of the Great Spotted Woodpecker are explored. The notion of descent is followed, and the forms of life and the development

of better adapted organisms bring in Darwin as the major formulator of a theory of evolution. The evidence from the basic pattern of a pentadactyl limb, as illustrated by mole, bat, bird, among others, suggests a common ancestor from the vertebrate group.

The geological time scale is considered. Sources of other evidence for evolution are illustrated, such as the horse, and similarities among vertebrate embryos and among the larvae of invertebrate animals such as crab and bivalve.

The concept of variation is developed—following that of differential survival, examples are taken from marine plankton, *Cepaea*, and the peppered moth. Evidence in support of Darwin's theory is provided by Galapagos tortoise and by Darwin's finches.

Adaptive radiation is illustrated by Australian marsupials and the convergent evolution by the dolphin. Finally, an illustration of a modern question about its adaptations and mode of life.

John A. Barker

The standard of illustration in both of these sets is very good: there is hardly a photograph which is not very clear. The material is suitable for advanced level work, and the commentary assumes a fair background of biology. A minor error, "arthropod" for "arthropod", was detected in the second unit. Unfortunately the commentary makes dull listening, which is a pity, because the visual standard is high. There could have been many more pertinent questions about the frames.

The supplementary booklet provides brief background notes about each frame. It could be improved with suggestions as to how the material could be followed up, and a brief annotated bibliography.

graph and some projects for students working alone. Pop music is certainly an ideal topic for students of sociology at all levels, not only because of its popularity, but also because of its unique reflection of key sociological concepts. The speakers are Graham Villiamy and Ed Lee, who are ideally suited to this discussion because of their collaboration in producing various educational books on pop. In fact it comes almost as a surprise to find that the tape has a certain spontaneity about it, and that the speakers do not always agree. At the same time they main-

John A. Barker

Antidote to prejudice

by David Self

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David Self

Ralph Russell is Reader in Urology at University of London.

Headmaster's Diary

School's almost out, but a dramatic confrontation clouds the day of the staff Christmas party

The day started with the good news from Arnold Bogwin, my deputy, that tonight's staff Christmas party should be quite jolly, the staff having worked out various skits and entertainments. I pressed him for details, but he was curiously unforthcoming. The party is earlier than I'd expected, but the end of term is kept clear for the traditional Candlewick speech day.

First, though, there was a heavy day to get through, and it began with a rather awkward business to sort out involving a drama student from the local college who has done his teaching practice here this term. Arnold had remarked how popular the student was with the pupils, and all seemed well until the mother of a third year pupil—a Mrs Dovercourt—telephoned to complain about "unhealthy goings on" in drama lessons. It turned out that the student began and ended every lesson with "mutual consciousness" sessions to "heighten interpersonal awareness", and this involved blacking out the drama

studio while the pupils "explored space".

I could at once imagine the kind of exploring that was taking place, and I asked Arnold to put a stop to it. But the student declared he could teach drama no other way, and soon after this his college tutor, Miss Twimbleby, phoned me to say this was an exciting new approach. Since Mrs Dovercourt had by now complained yet again, I had the brainwave of bringing the two ladies together in my study.

Miss Twimbleby arrived first, wearing a long skirt, shoulder-length hair and smoking a kind of black cigarette which made me cough. Mrs Dovercourt I recognized as the fine-looking woman who had run the white elephant stall at the summer fete, and then, as she spoke, I suddenly realized she had taken the lead in the Candlewick Players production of *Rose Marie*, which Rona and I had so much enjoyed last week. It then occurred to me that arranging this confrontation might be a mistake after all. I thought it a good idea to begin by congratulating Mrs Dovercourt on her performance, but at this Miss Twimbleby waved her arm—thus making a loud jangling

noise with her bracelets and bangles—and said: "Not *Rose Marie*? In 1980? Dear God!" I remarked that it had been a good show, much appreciated by the reduced-price old age pensioners in the front row, near the toilets. She replied: "But it just isn't drama. You can't internalise it. What is its personal meaning?" Then Mrs Dovercourt stood up and said, "Dr Smallcroft—this confirms my worst fears. Instead of putting on real productions with a real stage and real acting, our children are subjected to dangerous subversive nonsense, undermining their self-confidence."

At this awkward moment Arnold came in quickly with some cups of coffee and said: "By the way, headmaster, talking of drama—have you remembered that I'm going to produce *HMS Pinafore* next term?" It was a most timely intervention. In a trice we had agreed that young Amanda Dovercourt would play Josephine and Miss Twimbleby had stalked off in a huff. It is strange, though, that Arnold had not mentioned his proposal to me before.

Now it was time for our special lunch with the heads of our contributory primary schools. Arnold had suggested that this might help the parental choice scheme to work in our favour, though I could not quite see what he was driving at. But since he offered to make all the arrangements, I was happy to accede to his plan. He had said something about "doing it well", but I was amazed to discover when I walked into the sixth form centre (which had been taken over for the occasion) that the primary heads were puffing away at large cigars, with Arnold and Sybil Fordyce—my other deputy—refilling their glasses with my best sherry.

As Arnold thrust a glass in my hand, I asked him if I should give my talk about the Candlewick School curriculum now, or later. But Arnold said the heads were perhaps in too light-hearted a mood to appreciate such a closely reasoned address. I was about to reply when he handed me a corkscrew, and said: "If you could just open the claret—ah! Here comes Fifi with the chicken provencale." Fifi, Bromley-Baskett and her fourth year home economics girls had brought in a vast spread of expensive-looking food. "Just as well we can run to this, thanks to the summer fete," said Arnold. "Smithson at Boglethorpe Comprehensive only offers tea and cakes. You see—it'll be money well spent. By the time they've polished off the strawberry meringues and the Tia Maria,



"I said to Rona: 'what's the joke?' And she replied: 'It's you who won't get a look in on next year's entry. This lot will be pushing Candlewick all the way. Every glass of the old vino is worth a grade A first choice.' It seems a curious way of spreading our educational gospel, but I suppose Arnold knows what he is doing."

By the time lunch was over, most of the afternoon had gone and I was feeling a little queasy. But Rona insisted on a quick snack of herring lasagne before we set off for the staff party. When I arrived I found it difficult to recognize anyone, until I realized everyone but us was wearing fancy dress. I felt a little out of place. Sybil Fordyce was quite transformed as a 1920s vamp, while Arnold wore a false moustache and looked every inch a property developer. Cedric Morth, our head of music, had brushed back his few wisps of hair and assumed a bad-tempered expression. Apparently he was meant to be Beethoven.

Then there was an "excuse me" dance, and a young man wearing a gaberdine raincoat and a placard saying "phantom

flasher" came up to Rona and said, "How about a quick Nova?" When she accepted, flung back his arms and it was evident he was wearing bathing trunks underneath. I thought this a bit unseemly. Rona, to my surprise, was amused, as were the rest of the staff.

As he and Rona circled round the room, it dawned on me that he was none other than the drama student who had caused all the trouble. Cecil Stonejaw—the head of the drama society—came on wearing a suit and glasses, and began to hold forth in a drowsy way about management and education, while everyone except me laughed their heads off. I said to Rona, "What's the joke?" and she replied, "It's a silly one." By this time the chicken provencale was beginning to repeat with a vengeance, so I was glad when we set off home. At least Rona enjoyed herself.

Next week: Speech day surprises



"I suddenly realized she has taken the lead in the Candlewick Players production of *Rose Marie*."

Next week

Hardy rules OK: A. S. Byatt conducts an unusual survey of sixth formers' reading habits, and finds that their tastes are surprisingly traditional. ■ Andrew Davies on Christmas television. ■ Books:

Lynne Truss on crime fiction. Kevin Crossley-Holland on folklore. ■ Education and the national Year of Disabled People: a photo report by Pete Adda

Chess

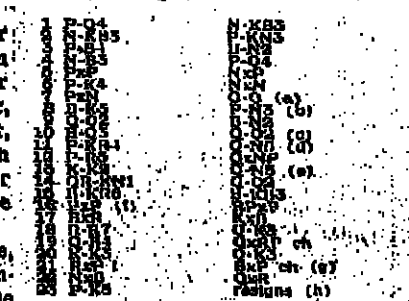
Do not waste Queen moves

There are certain openings for White and defences for Black in which the path to follow, both for White and for Black, is so thematic, that it is so clearly marked out, that no player of any merit can deviate from it. Equally, if a player does deviate into nonsense then the penalties are all the more great.

Once you understand, for example, the theory and theme of the Grünfeld Defence you have little excuse for varying from the strict, narrow but most convincing thematic line. The rewards for playing thematically are great and the punishments for failing to follow the thematic line are correspondingly greater. Basically, the idea for Black in the Grünfeld is to concentrate the attack on the queen's Black squares, in particular on his Q4. In the following game that was played in the Swedish championship tournament at Luleå in 1980, Black neglects to do this but instead wanders about all over the board,

making erratic and baseless attacks with his Queen. Little wonder that he is so convincingly destroyed in a brief space of time.

White: N. G. Renman. Black: M. Svensson. QP. Grünfeld Defence.



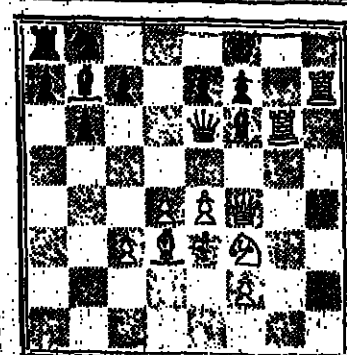
(a) Playable, but more in accordance with the theme of Black's counter-attack is the attack on White's Q4 by 7... P-QB4.

(b) This is the slow, again P-QB4 was the right move.

(c) Preparing with a sort of wilful transgressing of his main theme, a counter-attack on the King-side. Correct was still P-QB4.

(d) The recurrent Q moves merely play into White's hands; P-QB4 was still the best move.

(e) The Queen must be attracted from its vulnerable position.



(Position after 21 Rxb1)

Instead 13... P-KB4; then 14 Q-RK1, B-P4, 15 B-B4 ch, R-R1; 16 N-N5 and White wins.

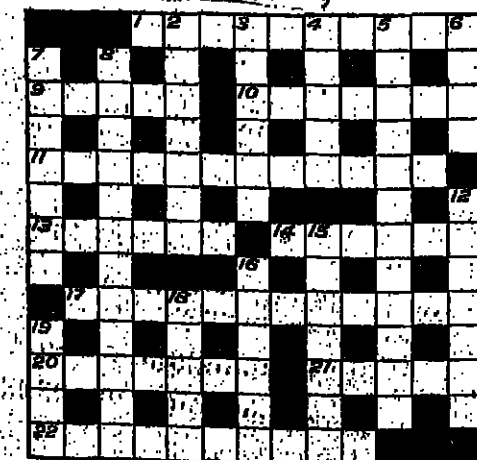
(f) Also good is 16 BxR, KxR, 17 Q-R6 ch, K-N1; 18 N-K5, Q-K1; 19 N-NP, when White has a winning attack.

(g) If 21... P-R; 22 R-R8 ch, K-R2; 23 Q-R6 ch leads to a quick mate; 23 N-N5 ch, K-N2; 24 N-Q4 ch, K-R1; 25 Q-R6 ch, K-N1; 26 P-K5 etc.

(h) The Queen and the game are both lost; Black made no less than nine moves with his Queen in this short game.

Harry Golombek

Crossword No 1,218



Across
1 Intelligence for one whose interests are (5)
2 This kind of the barrel is twisted (3)
3 Timber that is never green presumably (7)
4 Wood spinners (7)
5 Paint for playing (5)
6 Figured it out maybe on the rim (6)
7 Carries people up and down (6, 7)
8 Look! It's sideways (7)
9 They give one breathing space (5)
10 Fish comes in with these chaffmen (10)
11 Mates of the mountain may see Duke (7)

Down
1 Episcopacy (5)
2 Passing prohibitions (2, 10)
3 Scandinavian god of the Dead (4)
4 An avant garde of the wise men (7)
5 Politically he was no job but his party was in opposition (6, 6)
6 Clothing of the present era (7)
7 On which to hang the knees (7)
8 Does this commiserate pick and choose (6)
9 Spore for fungi Prime Minister (5)
10 Secular section of a formula composed (4)
11 Revision to Puzos 1,217

